Session 305 | Update on Anti-Hate Efforts at the U.S. Department of Justice

On May 27, 2021, the Attorney General issued a memorandum to improve the U.S. Department of Justice’s efforts to combat hate crimes and hate incidents. This panel offers an update from the Department on its anti-hate efforts and resources for the AA & NHPI community.

**Moderator:**
Chris Chiou, Former U.S. Attorney for the District of Nevada, U.S. Department of Justice

**Speakers:**
Aaron Woodill, Supervisory Special Agent, Federal Bureau of Investigation, U.S. Department of Justice
Justin Lock, Special Assistant for AAPI Issues, Community Relations Service, U.S. Department of Justice
We have no hope of solving our problems without harnessing the diversity, the energy, and the creativity of all our people.

ROGER WILKINS, FORMER CRS DIRECTOR AND CIVIL RIGHTS LEADER
Community Relations Service

CRS provides facilitation, mediation, training, and consultation services that improve communities’ abilities to problem solve and build capacity to prevent and respond to conflict, tension, and hate crimes based on race, color, national origin, gender, gender identity, sexual orientation, religion, disability, race, color, or national origin. CRS provides programs designed to strengthen community and law enforcement partnerships, as well as school-based programs that improve problem solving between student leaders. The goals of all CRS programs are to help parties in conflict learn about different perspectives, share information about resources and best practices, and support communities as they identify and implement solutions. While some CRS programs may be designed for a particular audience, most programs can be tailored to a specific audience or setting.
Law Enforcement and the Transgender Community Training
This program provides law enforcement and government officials with important definitions and recommended language related to the transgender community, the impacts of hate crimes against transgender persons, and outreach strategies with the transgender community.

Engaging and Building Partnerships with Muslim and Sikh Americans
The goals of these two programs are to increase public awareness of civil rights-related issues that impact Muslim and Sikh Americans; enhance understanding of beliefs and religious practices of Muslim and Sikh Americans to improve communication and public safety for all community members; and provide best practices for collaboration with the Muslim and Sikh-American communities.
Contingency Planning: Reducing Risk During Public Events
This program increases participants' knowledge of how to plan for a safe public event, such as demonstrations or rallies, in order to decrease the potential for violence. It also includes time for participants to begin developing an appropriate plan to prepare for and hold an event and assess and address potential issues for maintaining public safety during the event.

Event Marshals: Supporting Safety During Public Events
Event Marshals are designated to support a safe and successful event by being the primary point of contact with event participants. The goal of this program is to explain the expectations of the Event Marshal, as well as the importance of the Marshal's role in maintaining public safety during an event.
Facilitated Problem Solving Programs

Strengthening Police and Community Partnerships (SPCP)
SPCP convenes law enforcement and diverse community leaders in problem-solving discussions focused on improving public safety by increasing trust and developing partnerships. The program is designed to increase local capacity and develop solutions to address police-community relations issues.

Dialogue on Race
The Dialogue on Race program brings together diverse participants from the community to exchange information, share personal stories and experiences, express perspectives, clarify viewpoints, and develop understandings. Through the dialogue process, parties are able to identify commonalities and ways to work together to improve community relations.
School-Student Problem Identification and Resolution of Issues Together (School-SPIRIT)
The School-SPIRIT program engages student leaders, school administrators, and other school community members in identifying issues impacting their school and developing solutions to resolve those issues. A similar program is available for college or university settings, called Campus-Site Problem Identification and Resolution of Issues Together (Campus-SPIRIT).

City-Site Problem Identification and Resolution of Issues Together (City-SPIRIT)
The City-SPIRIT program brings together diverse community stakeholders, such as public officials, law enforcement, the faith-based community, and community groups, to identify issues impacting their community and develop solutions that reduce conflict, improve communication, and minimize the potential for future conflict.
Community Forums Focused on Responding to Hate Crimes

Bias Incidents and Hate Crimes Forum
CRS facilitates forums that convene local and federal law enforcement and community-based organizations in discussions to share approaches to combat and respond to bias incidents and hate crimes. These forums also facilitate the exchange of information and strengthen relationships between stakeholders.

Protecting Places of Worship
This forum offers best practices to help communities protect places of worship against potential threats. Government officials share guidelines for ensuring physical security and resources to develop security plans. Protecting Places of Worship forums convene local and federal law enforcement officials and faith-based organizations in a dialogue to provide information and resources related to hate crime laws, active shooters, and physical security at places of worship.
In addition to the programs listed, CRS provides the following services:

**Customized facilitated dialogues** to open the lines of communication and improve information sharing among community stakeholders

**Conflict mediation** using structured and formal face-to-face meetings between community stakeholders

**Consultation services** to provide best practices that help communities respond more effectively to conflicts through improved communication, partnerships, dispute resolution, and joint problem solving.

CRS services assist parties by reframing and clarifying issues, capturing potential solutions, and supporting the development of action plans, all of which helps move the parties forward toward resolving conflict in mutually-acceptable ways.
Established by Title X of the Civil Rights Act of 1964 and expanded by the Matthew Shepard and James Byrd, Jr., Hate Crimes Prevention Act of 2009, CRS serves as “America’s Peacemaker” for communities facing tension or conflict based on differences of race, color, national origin, gender, gender identity, sexual orientation, religion, and disability. CRS services aim to enhance the ability of local communities to independently and collaboratively prevent and resolve future conflicts through the use of problem solving, increased knowledge, and improved communication.

Peace is a journey of a thousand miles and it must be taken one step at a time.

—LYNDON B. JOHNSON
For more information on these programs or other CRS services, please contact your local CRS office:
https://www.justice.gov/crs/about-crs/regional-and-field-offices
Preventing and Responding to Bias and Hate Incidents
Against Asian American, Native Hawaiian, and Pacific Islander (AANHPI) Communities

The U.S. Department of Justice Community Relations Service (CRS) is prepared to provide services to AANHPI communities in the development of community contingency plans to respond to bias and hate incidents.

Prepare a joint community statement against racism and hate.

- Your voice as elected leaders, educators, and community leaders is powerful. By emphasizing your community’s commitment to diversity and inclusion, you can help create an atmosphere of tolerance and unity against bias and hate.
- A joint community statement is one aspect of a broader strategy. In addition, consider:
  - Developing a message rollout plan and reaching out to media outlets in advance of a bias or hate incident.
  - Preparing talking points on bias and hate prevention for the media to use.
  - Designating a spokesperson to be available to answer media and other inquiries (or convene a group of spokespeople).
- Public service announcements can be a tool to reassure the AANHPI community that you do not tolerate bias, hate, and violence. Consider producing these communications in AANHPI languages and transmitting them via all media channels that serve your community. Include information on reporting, response, and victim support.
- Work with your local community in drafting the content and style of your message. Get input on your joint message from civil rights and advocacy organizations.
- Partner with community organizations serving AANHPI communities to spread and distribute your joint community statement.
Host a public solidarity event against hate and bias. ▼

- Where appropriate and safe, public events and virtual convening can be used to raise awareness on bias and hate impacting AANHPI communities.
- Share existing resources relevant to bias and hate, such as local human relations commissions, school programs, law enforcement initiatives, and programs supported by local community stakeholders.
- Create a space for victims, supporters, and allies to express their concerns related to bias and hate, such as a community forum, facilitated dialogue, listening session, or email tip box.
- Solidarity events can show the AANHPI community they are not alone. Consider inviting other stakeholders such as faith leaders, community leaders, and law enforcement.

Be prepared for possible unrest, bias incidents, and hate crimes. ▼

- Anticipate events that could trigger bias or hate incidents. Educate community members on reporting procedures, hate crime laws, and best practices for protecting places of worship.
- Alert law enforcement about threats and other potentially criminal activity. Meet with law enforcement to learn about what and how to report.
- Coordinate plans for possible emergency situations such as civil unrest, targeted violence, hate crimes, and demonstrations with the potential for violence.
- Be aware of AANHPI communities’ events, observances, and holidays that may influence patterns of gathering and travel.
- Review materials and communications for language accessibility and translation needs.
- Conduct a run through of your response plan to identify missing links and areas of improvement.
- Make law enforcement aware of significant sites that may be targeted, including neighborhoods, workplaces, places of worship, consulates, embassies, cemeteries, historical monuments, and other AANHPI congregate settings.

Take steps to mitigate the toll that bias and hate can have on the mental and physical well-being of impacted groups. ▼

- Have your working group engage with experts to ensure a common understanding of when and how mental health resources may be used.
- Provide mental health resources to victims and members of AANHPI communities experiencing hate and bias.
- Some reported bias- or hate-related incidents have involved suspects with mental health issues. The working group can familiarize itself with local law enforcement processes for working with suspects with mental health issues.
- Ensure first and second responders have access to adequate mental health and trauma support.
- Ensure victim and witness resources are culturally appropriate and language accessible.
Equip schools and campuses to respond to bias and hate incidents as students return to school.

- Encourage your school, college, or university to have a cyberbullying and harassment policy.
- Train campus police on bias and hate incident reporting and investigation best practices.
- Reach out to AANHPI students, including those involved in research fields.

Resources

Up-to-date news and translated resources
https://www.justice.gov/hatecrimes/addressing-hate-crimes-against-AAPI

CRS services for AANHPI communities
https://www.justice.gov/crs/highlights/AAPI-hate-crimes

Additional U.S. Department of Justice resources

Hate Crime Threat Guide
Federal Bureau of Investigation

Stop Hate: Action Steps for Local Communities
Community Oriented Policing Services

Hate Crime Reporting – Working to Close the Gap
Community Oriented Policing Services

Serving Communities during the COVID-19 Pandemic
Community Relations Service

Improving the Identification and Reporting of Hate Crimes
Community Oriented Policing Services

Helping Communities Prevent and Respond to Hate Crimes
Community Relations Service

Improving the Identification, Investigation, and Reporting of Hate Crimes: A Summary Report of the Law Enforcement Roundtable
Community Oriented Policing Services

Stop Hate & Build Inclusion: Resources for Law Enforcement and Community Partners
Community Oriented Policing Services

For emergencies dial 9-1-1 to get immediate help.

If you believe you are the victim of a hate crime or believe you witnessed a hate crime:

Step 1: Report the crime to your local police.

Step 2: Quickly follow up this report with a tip to the Federal Bureau of Investigation (FBI) by calling 1-800-CALL-FBI or submitting the information at tips.fbi.gov. You may remain anonymous.

Find us, connect with us


facebook.com/DOJCRS/ @DOJ_CRSL @askcrs@usdoj.gov 202.305.2935
Students, parents, and school administrators deserve safe and inclusive environments that are free of harassment and discrimination. Well-designed and facilitated opportunities for groups to dialogue together can enable divided communities to address differences, through respectful sharing of perspectives that moves towards solutions by focusing on the common good.

Best practices for especially difficult conversations

- Redesign meeting formats to help keep difficult conversations productive and respectful, such as smaller meetings or breakout sessions.

- Provide multiple opportunities for community members to dialogue together, recognizing that everyone may not be comfortable with the same meeting format or available at the same time.

- Create a meeting structure that is conducive to productive dialogue where all perspectives can be shared by using ground rules that emphasize civil and respectful discourse, designating positions with clear roles (facilitator, timekeeper, etc.), and announcing a specific meeting purpose that sets participants’ expectations about the meeting.

- Keep meetings on track with experienced facilitators who can acknowledge and defuse the emotion behind statements, reframe issues to focus on concerns and interests, and assess the participants' readiness to reach a solution.

- Use co-facilitators so that if one needs to address the needs of one or a small group of participants, the other can keep the meeting moving forward.

- Recognize that groups may not be ready to collaborate on solutions if they don’t feel that they have been heard.

- After community members have had sufficient opportunities to share their perspectives, create a process for community groups to collaborate on solutions.

- Ask CRS for meeting design or facilitation support.

- Request CRS’s Facilitating Meetings Around Community Conflict in-person or virtual training.
Helping Communities Resolve Conflicts Through Mediation

The United States Department of Justice Community Relations Service (CRS) provides mediation services to help communities resolve conflicts and disputes based on race, color, national origin, gender, gender identity, sexual orientation, religion, or disability.

CRS mediation is a structured and formal process where parties in conflict convene to identify issues impacting local communities and develop agreements to address these issues. Mediation is a conflict resolution process aimed at empowering local communities to develop solutions that work for them, while offering an alternative to litigation or violence.

Examples of Mediations

Helping school administrators, parents, and students reach agreements on how to resolve racial conflicts in schools.

Working with law enforcement agencies and community groups to develop plans to improve community-police relations.

Facilitating agreements between law enforcement, faith-based groups, and civil rights organizations to address hate crimes and bias incidents impacting the local community.

Voluntary Participation. CRS mediation is a voluntary process by which parties attempt to resolve issues through dialogue and negotiation.

Mediated Agreements. Agreements developed during mediation session may be memorialized in a written document signed by the parties and witnessed by the mediator. These non-enforceable and good faith documents are often called memoranda of understanding or memoranda of agreement.

Confidentiality. CRS mediators maintain participants’ confidentiality as part of the process and do not share information learned during mediation sessions with outside entities, including the media, organizations, or individuals.

Impartiality. During the mediation process, CRS does not advocate for any party, nor for any particular issue. Rather, the mediator is focused on delivering a fair and unbiased process that assists parties to develop agreements.
Why should communities consider the Facilitating Meetings Around Community Conflict program? This training program is designed to prepare community leaders to facilitate meetings that address and respond to conflicts in their communities.

Program Objectives

Train community leaders to prepare for, facilitate, and follow up after meetings concerning community conflict and tension.

Educate leaders to understand the fundamentals of conflict resolution.

Practice the skills needed to successfully facilitate meetings that help groups to resolve conflict.

Program Overview

The U.S. Department of Justice Community Relations Service’s (CRS) Facilitating Meetings Around Community Conflict is a one-day training program designed to educate community leaders on managing conflict between stakeholders. The program provides community leaders with the basic tools needed to successfully facilitate meetings to address and respond to conflicts in their communities. The training program utilizes skills-building exercises and scenarios to help program participants practice the skills needed to successfully facilitate dialogues and encourage positive change in their community.

The Facilitating Meetings Around Community Conflict program educates community leaders in the fundamentals of facilitating meetings where community tension requires difficult conversations. The training is designed to:

- **Enhance** community leaders’ effectiveness as meeting facilitators.

- **Expand** community leaders’ listening and observation skills to help them understand the varying perspectives of community members.

- **Provide** community leaders with tools, helpful tips, and resources to prepare for, conduct, and follow up after meetings designed to help resolve community conflict.
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Bias Incidents and Hate Crimes Forums

1 Bias Incidents and Hate Crimes Forums

The United States Department of Justice (DOJ) Community Relations Service (CRS) serves as “America’s Peacemaker” for communities in conflict by mediating disputes and enhancing community capacity to independently prevent and resolve future conflicts.

Pursuant to Title X of the Civil Rights Act of 1964 and the Matthew Shepard and James Byrd, Jr., Hate Crimes Prevention Act of 2009, CRS works with community groups to resolve community conflicts and prevent and respond to alleged bias incidents and hate crimes arising from differences of race, color, national origin, gender, gender identity, sexual orientation, religion, or disability.

CRS developed this facilitator guide to provide community leaders with step-by-step instructions on how to plan and implement a Bias Incidents and Hate Crimes Forum (Hate Crimes Forum). This guide directly addresses the person responsible for organizing the Hate Crimes Forum, referred to as the facilitator. CRS may be available to help plan and facilitate the Hate Crimes Forum in your community.

For more information on CRS’s services and programs, or for support planning and facilitating a Hate Crimes Forum, contact us via email: askcrs@usdoj.gov, phone: 202.305.2935, or visit our website: www.justice.gov/crs. For additional contact information for our regional and field offices, please see Appendix A – CRS Regional and Field Offices Contacts.

1.1 What is a Hate Crimes Forum?

A Hate Crimes Forum is a public gathering that provides community members, public officials, and other interested parties with information related to the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act as well as state and municipal hate crimes laws. The program engages local law enforcement, district attorneys, federal law enforcement, and community organizations in discussions and information sharing on methods to prevent and respond to bias incidents and hate crimes.
A Hate Crimes Forum helps participants to achieve the following objectives:

1. Network with subject matter experts, other community members, and law enforcement to share ideas, best practices, and resources to prevent and respond to bias incidents and hate crimes.
2. Identify best practices for how to prevent and respond to bias incidents and hate crimes.
3. Improve participants’ understanding of local, state, and federal hate crimes laws and ways to report alleged hate crimes.
4. Build a multi-party working group tasked with addressing hate crimes issues.
5. Identify federal, state, and local resources, programs, and tools to help prevent and respond to bias incidents and hate crimes.

1.2 Under what conditions are Hate Crimes Forums most effective?

Hate Crimes Forums can be valuable in a variety of situations. Hate Crimes Forums are often planned in response to local and/or national hate crimes or bias incidents. Hate Crimes Forums can also be a very effective preventative tool, ensuring communities have access to information and a forum in which to discuss questions and challenges before an incident occurs.

The focus of a Hate Crimes Forum is to provide tools and information to help communities better identify and report alleged hate crimes. A Hate Crimes Forum may not be the right tool immediately following a hate crime or bias incident if community members are looking for a space to process their reactions to the incident. The forum process generally utilizes a one-way flow of information from subject matter experts and recognized leaders to the audience. In situations where a two-way flow of information is important, the community should consider a community dialogue or other process that is designed to provide space for interactive discussion. An overview of what happens at Hate Crimes Forums is outlined in the table on the following page.
1.3 Who organizes Hate Crimes Forums?

Hate Crimes Forums are most effective when a local planning group organizes them. The planning group is responsible for making all decisions related to the forum, including but not limited to:

- Drafting and implementing the forum agenda;
- Recruiting forum participants;
- Identifying an appropriate location for the event;
- Scheduling a suitable date and time;
- Promoting the forum; and
- Determining the role of the media, if any, prior to and during the program.

A local planning group should consist of members from a variety of organizations, such as interfaith community leaders; law enforcement; federal, state, or local government agencies; civil rights organizations; universities; not-for-profit agencies and organizations; or others who have an interest in the topic. The facilitator should customize the composition of the planning group, so it is relevant to the issue(s) discussed at the forum. For example, if alleged hate crimes are targeting Lesbian, Gay, Bi-sexual, Transgender, Queer, and Intersex (LGBTQI) communities, the planning group should have representatives from those communities.

Finally, the Hate Crimes Forum should be customized to issues impacting the community or communities. The local planning group can greatly assist the facilitator with designing a forum that meets the needs of the local community.

On the following page is a list of national organizations to consider contacting when planning a Hate Crimes Forum. Many of these organizations have local chapters across the country. This list is not exhaustive.
Gender Issues:
- National Asian Pacific American Women’s Forum (NAPAWF)
- National Coalition of 100 Black Women (NCBW)
- National Council of Women’s Organizations (NCWO)
- National Organization for Men Against Sexism (NOMAS)
- National Organization for Women (NOW)

Gender Identity and Sexual Orientation Issues:
- Gay and Lesbian Alliance Against Defamation (GLAAD)
- Gay, Lesbian and Straight Educators Network (GLSEN)
- Human Rights Campaign (HRC)
- National Center for Transgender Equality (NCTE)
- Parents, Family and Friends of Lesbians and Gays (PFLAG)

Persons with Disabilities Issues:
- American Association of People with Disabilities (AAPD)
- The Arc
- Association of University Centers on Disabilities (AUCD)
- Federation for Children with Special Needs (FCSN)

Race, Color and National Origin Issues:
- American-Arab Anti-Discrimination Committee (ADC)
- League of United Latin American Citizens (LULAC)
- National Association for the Advancement of Colored People (NAACP)
- National Asian Pacific American Women’s Forum (NAPAWF)
- National Coalition of 100 Black Women (NCBW)
- National Urban League (NUL)
- Southern Poverty Law Center (SPLC)

Faith-Based Issues:
- American Friends Service Committee (AFSC)
- American Islamic Conference (AIC)
- American Jewish Committee (AJC)
- Anti-Defamation League (ADL)
- B’nai B’rith International (B’nai B’rith)
- Central Conference of American Rabbis (CCAR)
- Islamic Society of North America (ISNA)
1.4 Facilitator Roles

As referenced above, the planning group is responsible for all the planning. A facilitator is primarily responsible for coordinating the planning group’s efforts as well as moderating the Hate Crimes Forum. See Appendix B – Event Preparation Checklists for event preparation, day-of, and follow-up checklists.

In preparation for the event, the facilitator:

► Works with local community leaders to identify planning group members;
► Facilitates planning group sessions;
► Explains to the planning group the benefits of forming a working group after the forum to continue capacity building;
► Works with the planning group to identify speakers and panellists;
► Works with the planning group to identify needed supplies;
► Coordinates with the planning group to promote the event; and
► Conducts a dry run one to two weeks in advance of the event.

At the Hate Crimes Forum, the facilitator:

► Assists in overseeing event logistics;
► Offers welcome/introductory remarks;
► Invites the audience to submit questions on notecards;
► Thanks the planning group members;
► Introduces speakers;
► Moderates the panel; and
► Writes meeting notes, including issues and action items (or delegates to a member of the planning group).
Planning Group and Host Responsibilities

The planning group plans, advertises, and organizes the forum. The table below (also found in Appendix C – Planning Group and Host Responsibilities) defines key responsibilities for the planning group and host.

<table>
<thead>
<tr>
<th>Planning Group</th>
<th>Day-Of Responsibilities</th>
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<tbody>
<tr>
<td>Planning Responsibilities</td>
<td>Day-Of Responsibilities</td>
</tr>
<tr>
<td>☐ Advertise event</td>
<td>☐ Set up venue</td>
</tr>
<tr>
<td>☐ Recruit attendees</td>
<td>☐ Greet attendees</td>
</tr>
<tr>
<td>☐ Print materials</td>
<td>☐ Manage and staff Welcome Desk/ sign-in table</td>
</tr>
<tr>
<td>☐ Identify a venue</td>
<td>☐ Clean up venue</td>
</tr>
<tr>
<td>☐ Arrange for refreshments</td>
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<tr>
<td>☐ Recommend speakers for Community Organization/Leader Panel</td>
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<table>
<thead>
<tr>
<th>Host</th>
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<tbody>
<tr>
<td>Planning Responsibilities</td>
</tr>
<tr>
<td>☐ Provide a venue</td>
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Event Planning and Coordination

2 Event Planning and Coordination

2.1 Hate Crimes Forum Topics and Presenters

The Hate Crimes Forum generally covers the topics listed in the table on the following page. This guide includes an agenda template (Appendix D – Agenda Template) and a list of suggested questions to help the facilitator moderate the forum (Appendix E – Guidelines for Facilitators: Suggested Question List). For each of the panels described in the following table, limit the panel to no more than five speakers. Having more than five speakers makes it difficult to stay on schedule.
<table>
<thead>
<tr>
<th>Description</th>
<th>Typical Presenters</th>
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</thead>
</table>
| **Overview of Hate Crimes**                                                 | ▶ Federal, state, and/or local hate crime laws and how hate crimes are investigated and prosecuted  
▶ National, state, and local hate crime statistics  
▶ Common symbols often used to express hate | ▶ U.S. Attorney’s Office (USAO)  
▶ State Attorney General’s Office  
▶ State/Local District Attorney  
▶ Federal Bureau of Investigation (FBI)  
▶ Local Police Department Hate Crimes or Major Crimes Unit |
| **Hate Crimes Community Panel**                                             | ▶ Moderated panel discussion among community leaders on the challenges facing their diverse groups when responding to bias incidents and hate crimes | ▶ Local or state Human Relations Commission  
▶ Local, state, or national civil rights organizations (e.g., Anti-Defamation League)  
▶ Local, state, or national community groups (dependent on the nature of the incident in the community, e.g., LGBTQI groups)  
▶ Local, state, or national interfaith groups |
| **Resources Panel**                                                         | ▶ Moderated panel discussion about the resources for the community in the aftermath of bias incidents or hate crimes | ▶ Local, state, or federal law enforcement  
▶ Victims’ advocates  
▶ Human Relations Commission  
▶ Local, state, or national civil rights organizations  
▶ Local, state, or national community groups  
▶ Local, state, or national interfaith groups  
▶ CRS, to discuss our expertise and resources (this may be the facilitator) |
Recommended Presenters

The facilitator should identify the most appropriate speakers for the event. The following table recommends other agencies to invite and associated possible presentation topics.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Possible Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Attorney’s Office (USAO)</td>
<td>Federal hate crime statistics and laws, how laws are enforced, and how crimes are prosecuted</td>
</tr>
<tr>
<td>State Attorney General</td>
<td>State hate crime statistics and laws, how laws are enforced, and how crimes are prosecuted</td>
</tr>
<tr>
<td>District Attorney</td>
<td>State hate crime statistics and laws, how laws are enforced, and how crimes are prosecuted</td>
</tr>
<tr>
<td>Local police department or sheriff’s office</td>
<td>State and local hate crime statistics and laws, and how alleged hate crimes are investigated</td>
</tr>
<tr>
<td>Federal Bureau of Investigation (FBI)</td>
<td>Federal hate crime statistics, trends, and laws; enforcement of hate crime laws; the process for investigating hate crimes; extremist groups and symbols; overview of active shooter training</td>
</tr>
<tr>
<td>Local office of emergency management</td>
<td>Locally available resources, grants, and training opportunities</td>
</tr>
<tr>
<td>Community-based organization or civil rights organization</td>
<td>Community responses to alleged bias incidents or hate crimes; community resources for victims or the impacted communities</td>
</tr>
</tbody>
</table>
Guidelines for Identifying Presenters

Finding panel discussion members can be challenging, due to availability, level of comfort with public speaking, and extent of experience in relation to the topic. The list below identifies important characteristics for presenters.

<table>
<thead>
<tr>
<th>Personality</th>
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<tbody>
<tr>
<td>Comfortable speaking in public to groups of people</td>
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<tr>
<td>Communicates complex thoughts clearly/explains concepts well</td>
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</tr>
<tr>
<td>Able to talk in lay language/avoids heavy use of jargon</td>
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</tr>
<tr>
<td>Enjoys interacting with people</td>
<td></td>
</tr>
<tr>
<td>Listens well</td>
<td></td>
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<tr>
<td>Does not fluster easily</td>
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</tr>
<tr>
<td>Able to respond quickly and appropriately to questions or controversial comments</td>
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<tr>
<td>Relates well to an audience</td>
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</tr>
<tr>
<td>Is patient</td>
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<tr>
<td>Demonstrates cultural sensitivity</td>
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</tr>
<tr>
<td>Is flexible</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Has significant experience in the field or working for the represented agency/organization so as to be credible</td>
<td></td>
</tr>
<tr>
<td>Has a depth of knowledge about the topic on which he or she will be speaking</td>
<td></td>
</tr>
<tr>
<td>Has the respect and trust of the community or the represented agency/organization to address community concerns and share best practices accurately</td>
<td></td>
</tr>
<tr>
<td>Has previously delivered the desired presentation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Logistics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Has time availability that matches program’s time requirements (for presenting and preparation)</td>
<td></td>
</tr>
<tr>
<td>Is willing/able to travel as needed for the program</td>
<td></td>
</tr>
<tr>
<td>Is willing/able to present for free (no financial compensation)</td>
<td></td>
</tr>
<tr>
<td>Has the approval of the represented agency/organization to speak as a representative</td>
<td></td>
</tr>
<tr>
<td>If using a PowerPoint presentation, is willing to revise, if needed</td>
<td></td>
</tr>
</tbody>
</table>

Once the facilitator has identified speakers, the facilitator should schedule a conference call with the speakers to discuss the agenda and logistics to ensure they understand the flow of events and their role. Each speaker should receive the Guidelines for Presenter Preparation found in Appendix F – Guidelines for Presenter and Organizer Preparation.
The facilitator may want to create handouts with speakers’ biographies. The facilitator should collect the speakers’ biographies and headshots to create standardized biographies. The planning group should make them available at the Welcome Desk.

The facilitator may also choose to create a PowerPoint presentation for the forum, which is a good practice to help frame the discussion.

### 2.2 Event Logistics

#### Date and Time

Hate Crimes Forums are usually three hours long. They frequently occur in the evenings or on weekends, when more people are generally available to attend. The facilitator should work with the planning group to decide on a time that is appropriate for the specific community requesting the forum.

The planning group should avoid scheduling the Hate Crimes Forum on religious or other observed holidays unless the observing community specifically requests the date.

#### Venue and Room Set-Up

The planning group is responsible for finding an appropriate venue for the Hate Crimes Forum. Hate Crimes Forums are hosted at an appropriate location to meet the needs of the planning group, such as a community center, school, university, library, or a place of worship.

The ideal venue has:

- **Capacity** for the desired audience size;
- **Accessibility** for persons with disabilities;
- **Easy access** via public transportation and ample parking; and
- **Adequate audio/visual capabilities**, including microphone, laptop/computer, projector and screen for projecting PowerPoint presentations.

The venue should be arranged in “classroom” style, with rows of chairs facing the front of the room. If possible, a long table with chairs facing the audience should be placed on the stage or at the front of the room for presentations and the community organizations'/resource groups' panels. If available, place a podium at the front and side of the stage where the facilitator can stand to speak, monitor presenters’ times, and take notes of questions to ask panelists after their initial presentations.

See **Appendix G – Event Supplies Checklist** for a complete supply and equipment checklist for the forum.
**Welcome/Sign-In**

The planning group should have a “Welcome Desk” in the venue where attendees can sign in and collect relevant resources from the event hosts or speakers. See **Appendix H – Sign-In Sheet** for a template of the sign-in sheet. Planning group members or people from their organizations should staff the Welcome Desk.

**Handouts**

Having a Welcome Desk is an opportunity to provide attendees with relevant resources. Recommended handouts include:

- Speaker biographies
- Notes pages (**Appendix I – Attendees Notes**)

Speakers and planning group members may also bring materials to give to participants. Facilitators should confirm each resource is relevant to the forum topic.

**Refreshments**

Many planning groups decide to provide light refreshments, which facilitate networking between panelists and audience members after the event. Planning group members can arrange for refreshments at the event and should decide whether to advertise that refreshments will be available.
3 Event Promotion

3.1 Event Promotion Guidelines

There are many ways to promote a Hate Crimes Forum. Below is a list of communication vehicles one may use to advertise upcoming events.

- **Social Media:** Twitter and Facebook can be used to promote Hate Crimes Forums, share Hate Crimes Forum flyers, direct stakeholders to sign up for future Hate Crimes Forums, and post approved photos from past Hate Crimes Forums.
- **Website:** A host organization’s website may provide information about the Hate Crimes Forum program or can direct stakeholders elsewhere for more information.
- **Email Outreach:** The facilitator may consider emailing flyers to stakeholders.
- **Stakeholder Events and Networks:** Hate Crimes Forum organizers can publicize a Hate Crimes Forum at other events by distributing flyers and encouraging stakeholders to promote Hate Crimes Forums through their networks.
- **Planning Group:** Planning group members should help promote the Hate Crimes Forum, including listing it on their websites, sending information to their distribution lists, and posting information on their social media platforms.
- **Federal, State, and Local Presenters:** Presenters can also help promote the Hate Crimes Forum, including listing the event on their websites, sending information to their distribution lists, and posting information on their social media platforms.
- **Media Interaction:** The planning group should determine if media presence is appropriate, and if so, when and how media will be invited (or not) to the forum. The facilitator should make planning group members aware of the media’s presence and allow the host organization to determine whether media presence is appropriate and enforce their decision as necessary.

3.2 Hate Crimes Forum Flyers

Once the planning group finalizes the details of an upcoming Hate Crimes Forum event, the planning group may choose to create and distribute promotional flyers. See Appendix J – Sample Hate Crimes Forum Flyer for an example of a Hate Crimes Forum flyer.
4 Event Wrap-Up

4.1 Post-Event Follow-Up

Facilitators should reach out to presenters, panelists, the event host, and planning group members following the event to continue to build relationships with them.

Facilitators should reconvene the planning group, either in person or by conference call, within two weeks of the forum to debrief the event, explore ways to continue supporting the group, and gauge the level of interest in creating a local hate crimes working group or task force.

During the debrief, facilitators should ask questions to encourage the group’s further collaboration. The following types of questions can help spur the groups into further action and collaboration:

- There were many great ideas coming from this forum. What can we do to turn those ideas into actions?
- This forum was a great start, but what happens next?
- What outcomes came from this forum?
- How do we build on the momentum from this forum to keep community involvement high?

4.2 Working Group

The creation of a working group following the Hate Crimes Forum is a tangible outcome that improves community capacity and supports ongoing problem solving.

What is a working group?

A working group (also referred to as a task force or an ad hoc committee) is a body of people assembled to address a specific problem or accomplish a specific goal. The group can be a stand-alone group, or a subgroup formed as part of a broader initiative. For example, a community could create a hate crimes working group as part of a broader public safety initiative. A multi-party working group is drawn from all sectors of the
community affected by or involved in the problem or goal that is the group’s focus. For example, a hate crimes working group could include representatives of groups with an interest in preventing and responding to bias incidents and hate crimes.

Working groups are action oriented. Depending on the issues they address, their goals can be very specific (e.g., draft an action plan that outlines hate crimes responses) or more general (e.g., work to promote tolerance in the community). In either case, their purpose is to produce real results.

Working groups can be ongoing, can disband after their task is complete, or become another kind of group. Facilitators should aim to create working groups that are ongoing by identifying and utilizing “anchoring” organizations to serve as the working group convener and organizer. A representative sample of these organizations includes local or state human relations commissions, local or state community-based organizations, faith-based organizations, or the USAO. This is discussed in further detail below.

Why should a hate crimes working group be formed?

A hate crimes working group should be formed because it improves community capacity by acting as a mechanism to identify and problem solve issues. There are a number of reasons why a hate crimes working group is able to address community-based issues, including:

- Hate crimes working groups can be dedicated to addressing a specific issue, rather than being pulled in a number of directions;
- Small groups tend to operate more efficiently than large groups;
- Working groups give members a chance to concentrate on their areas of interest, and to contribute more effectively to the work of the larger community; and
- Task forces or working groups can pull in members with expertise to focus on specific issues. The community benefits from their talents and expertise even though they aren’t official members of the task force or working group.

Why should a hate crimes working group be diverse?

It is important that a working group be diverse for several reasons. It is a best practice to include members from as many sectors of the community as possible because it will create a group that can be more strategic, transparent, and effective.
Who should be part of a hate crimes working group?

**In general, it is important to identify stakeholders and other interested parties.**

Stakeholders (those who are directly affected or have some other interest in a particular issue) might include:

- Communities directly impacted by the issue;
- Those who work with impacted communities;
- Those responsible for the issue in the community;
- Those affected indirectly or secondarily, such as businesses or schools; and
- Interested community leaders who may have no specific stake in the issue, but may see it as a community problem, and therefore something about which they should be concerned.

It is also important to consider individuals who can be helpful to the effort. Such people might not be stakeholders, but might be able to offer support and credibility, as well as resources. These individuals could include:

Some advantages of a multi-party working group include:

- Community action usually requires the support, and often the participation, of all stakeholders if it is going be successful;
- Involvement of all stakeholders in planning and carrying out any action means that they will take ownership of those plans and actions. They will be much more concerned about making sure that the action is successful because it is theirs rather than something imposed on them by "experts," the government, or some other authority;
- Involvement of many sectors of the community brings more information and insights that those different sectors have into the issue. More information and insight lead to better planning and more chance of successful action;
- The perspectives of various sectors on community history and personalities can help the group form a better understanding of the issues, including details that might be otherwise ignored. For example, whether two organizations or individuals get along well may determine whether a given plan is workable;
- Involving many sectors will generate community cooperation and support for the action taken;
- Multi-party working groups bring together individuals and groups who might not, under other circumstances, have much contact, or who might distrust one another. In the working group process, they have the opportunity to learn about one another and develop mutual trust and respect;
- Finally, it is fair and reasonable to involve people in decisions which affect their lives. Those decisions are likely to address the issue more realistically and to take into account the legitimate needs of the groups affected if those groups are involved in planning and implementing them.
Business leaders;
Clergy and other leaders of the faith community;
Local or state officials;
People who may hold no official position, but who have high standing in the community;
People with access to funding or other resources; and
People with access to the target population.

It is also important to engage people from different sectors. Some examples of different community sectors include:

- Youth and youth-serving organizations;
- Older adults;
- Business community;
- Schools;
- Law enforcement agencies;
- Faith-based organizations;
- Civic and volunteer groups;
- State, local, or tribal governmental agencies;
- Community-based organizations; and
- Civil rights and advocacy organizations.

Ultimately, a cross section of the community means more access to different sectors of the community, more credibility among those sectors, more and better information, and more chance of community support and eventual success.

Hate crimes working groups are customized to each community, but, in general, include the following stakeholders:

- Local law enforcement, such as the local Police Department or Sheriff’s Office;
- Local officials, such as the City Manager, Mayor, or City Council member;
- State law enforcement, such as the State Attorney General’s Office;
- Federal law enforcement, such as the USAO and FBI;
- Federal agencies, such as CRS;
- Local community-based organizations and service providers, such as victims’ advocates;
- Local, regional, or national civil rights organizations, such as NAACP, PFLAG, or others;
- Local faith-based organizations, such as an interfaith alliance; and
- Local business or commerce leaders, such as the local Chamber of Commerce.
Who should lead the working group?

It is critical that facilitators identify a local “anchoring organization” to lead the working group. An anchoring organization is a well-established and influential leader in the community that champions the working group’s causes. The anchoring organization should have the capacity to complete administrative tasks, such as scheduling, drafting agendas and meeting notes, and conducting follow-up. This organization should also establish a point person or “champion” who can manage the operational tasks of the working group. But, more importantly, the organization and champion should have, or be able to establish, credibility with all sectors of the community. This could mean that the champion is an outsider, or an impartial party with no connection to any specific group, or someone who is known throughout the community for fairness and integrity. The organization’s designated champion should be a good facilitator who can deal with conflict and keep group members on track, and all headed in the same direction.

Given these attributes, potential champions include:

- Local Human Relations Commissioner(s);
- City or county Community Outreach Liaison;
- USAO Community Outreach Liaison;
- Interfaith Alliance leader; and
- Community-based organization leader.

What happens when the working group meets?

Facilitators should lead the first few meetings and then gradually transition the facilitation responsibilities to the anchoring organization. Facilitators will support the members as they decide what actions they will implement. This requires facilitators to develop meeting agendas that empower the working group members to plan their course of action by:

- Defining the problem or issue;
- Envisioning and brainstorming solutions, including those generated at the Hate Crimes Forum;
- Mapping out benchmarks between where the group is now and where they want to be;
- Identifying resources to meet each benchmark;
- Drafting a plan that includes timelines for reaching benchmarks and when the group expects to reach their final goal; and
- Identifying and addressing additional issues and stakeholders.

How does CRS support the working group efforts?

CRS can support the working group by offering assistance or resources to help them keep the momentum and interest high for following up on ideas raised during planning sessions or during the forum. See Appendix A – CRS Regional and Field Offices Contacts for information on how to contact your local CRS office.
## Appendix A – CRS Regional and Field Offices Contacts

<table>
<thead>
<tr>
<th>Office</th>
<th>Address</th>
<th>Telephone and Fax Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England Regional Office (Region I)</td>
<td>408 Atlantic Avenue, Suite 222</td>
<td>T: 617.424.5715</td>
</tr>
<tr>
<td>(ME, VT, NH, MA, CT, RI)</td>
<td>Boston, MA 02110</td>
<td>F: 617.424.5727</td>
</tr>
<tr>
<td>Northeastern Regional Office (Region II)</td>
<td>26 Federal Plaza, Suite 36-118</td>
<td>T: 212.264.0700</td>
</tr>
<tr>
<td>(NY, NJ, VI, PR)</td>
<td>New York, NY 10278</td>
<td>F: 212.264.2143</td>
</tr>
<tr>
<td>Mid-Atlantic Regional Office (Region III)</td>
<td>200 2nd &amp; Chestnut Street, Suite 208</td>
<td>T: 215.597.2344</td>
</tr>
<tr>
<td>(DC, DE, MD, PA, VA, WV)</td>
<td>Philadelphia, PA 19106</td>
<td>F: 215.597.9148</td>
</tr>
<tr>
<td>Southeastern Regional Office (Region IV)</td>
<td>61 Forsyth Street, SW, Suite 7865</td>
<td>T: 404.331.6883</td>
</tr>
<tr>
<td>(AL, FL, GA, KY, MS, NC, SC, TN)</td>
<td>Atlanta, GA 30303</td>
<td>F: 404.331.4471</td>
</tr>
<tr>
<td>Southeastern Field Office</td>
<td>51 SW First Avenue, Suite 624</td>
<td>T: 305.536.5206</td>
</tr>
<tr>
<td></td>
<td>Miami, FL 33130</td>
<td>F: 305.536.6778</td>
</tr>
<tr>
<td>Midwestern Regional Office (Region V)</td>
<td>230 South Dearborn Street, Room 2130</td>
<td>T: 312.353.4391</td>
</tr>
<tr>
<td>(IL, IN, MI, MN, OH, WI)</td>
<td>Chicago, IL 60604</td>
<td>F: 312.353.4390</td>
</tr>
<tr>
<td>Midwestern Field Office</td>
<td>211 West Fort Street, Suite 1404</td>
<td>T: 313.226.4010</td>
</tr>
<tr>
<td></td>
<td>Detroit, MI 48226</td>
<td>F: 313.226.2568</td>
</tr>
<tr>
<td>Southwestern Regional Office (Region VI)</td>
<td>Harwood Center Building</td>
<td>T: 214.655.8175</td>
</tr>
<tr>
<td>(AR, LA, NM, OK, TX)</td>
<td>1999 Bryan Street, Suite 2050</td>
<td>F: 214.655.8184</td>
</tr>
<tr>
<td></td>
<td>Dallas, TX 75201</td>
<td></td>
</tr>
<tr>
<td>Southwestern Field Office</td>
<td>515 Rusk Avenue, Suite 12605</td>
<td>T: 713.718.4861</td>
</tr>
<tr>
<td></td>
<td>Houston, TX 77002</td>
<td>F: 713.718.4862</td>
</tr>
<tr>
<td>Central Regional Office (Region VII)</td>
<td>601 E. 12th Street, Suite 0802</td>
<td>T: 816.426.7434</td>
</tr>
<tr>
<td>(IA, KS, MO, NE)</td>
<td>Kansas City, MO 64106</td>
<td>F: 816.426.7441</td>
</tr>
<tr>
<td>Rocky Mountain Regional Office (Region VIII)</td>
<td>1244 Speer Boulevard, Suite 650</td>
<td>T: 303.844.2973</td>
</tr>
<tr>
<td>(CO, MT, ND, SD, UT, WY)</td>
<td>Denver, CO 80204</td>
<td>F: 303.844.2907</td>
</tr>
<tr>
<td>Western Regional Office (Region IX)</td>
<td>888 South Figueroa Street, Suite 2010</td>
<td>T: 213.894.2941</td>
</tr>
<tr>
<td>(AZ, CA, GU, HI, NV)</td>
<td>Los Angeles, CA 90017</td>
<td>F: 213.894.2880</td>
</tr>
<tr>
<td>Western Field Office</td>
<td>90 Seventh Street, Suite 3-300</td>
<td>T: 415.744.6565</td>
</tr>
<tr>
<td></td>
<td>San Francisco, CA 94103</td>
<td>F: 415.744.6590</td>
</tr>
<tr>
<td>Northwestern Regional Office (Region X)</td>
<td>915 Second Avenue, Suite 1808</td>
<td>T: 206.220.6700</td>
</tr>
<tr>
<td>(AK, ID, OR, WA)</td>
<td>Seattle, WA 98174</td>
<td>F: 206.220.6706</td>
</tr>
</tbody>
</table>

Email us at askcrs@usdoj.gov for Regional and Field Offices
Appendix B – Event Preparation Checklists

### Two Months in Advance

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Party</th>
<th>Assigned To</th>
<th>Complete?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit host</td>
<td>Facilitator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify venue/host</td>
<td>Facilitator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify presenters</td>
<td>Facilitator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify panelists for Community Organizations/Leaders Panel</td>
<td>Facilitator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finalize agenda</td>
<td>Facilitator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop event flyer</td>
<td>Facilitator, planning group members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote event</td>
<td>Facilitator, planning group members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruit attendees</td>
<td>Facilitator, planning group members, presenters</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### One to Two Weeks in Advance

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Party</th>
<th>Assigned To</th>
<th>Complete?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print agenda</td>
<td>Facilitator, planning group members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print sign-in sheet</td>
<td>Facilitator, planning group members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create/print presenter bios</td>
<td>Facilitator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assign roles for day-of event</td>
<td>Facilitator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rehearse introductory and closing remarks</td>
<td>Facilitator</td>
<td></td>
<td></td>
</tr>
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</table>

### Day of the Event

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Party</th>
<th>Assigned To</th>
<th>Complete?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oversee all logistics</td>
<td>Facilitator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bring/set up A/V equipment</td>
<td>Host</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bring/set up refreshments</td>
<td>Planning group members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set up room/chairs</td>
<td>Planning group members</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Print/bring relevant resources | All
---|---
Greet attendees | Planning group members
Staff welcome/sign-in desk | Planning group members
Make introductory remarks | Facilitator
Introduce speakers | Facilitator
Moderate forum | Facilitator
Make closing remarks | Facilitator

**After the Event**

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Party</th>
<th>Assigned To</th>
<th>Complete?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write meeting notes, including issues or action items</td>
<td>Facilitator or designated planning group member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send follow up emails to attendees within 5 business days</td>
<td>Facilitator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send follow up emails to hosts within 5 business days</td>
<td>Facilitator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send follow up emails to presenters within 5 business days</td>
<td>Facilitator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reconvene planning group within two weeks to debrief and explore next steps (form working group, etc.)</td>
<td>Facilitator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C – Planning Group and Host Responsibilities

The planning group plans, advertises, and organizes the forum. The table below provides a checklist with key responsibilities for the planning group and host.

<table>
<thead>
<tr>
<th>Planning Group</th>
<th>Day-Of Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Responsibilities</td>
<td>Day-Of Responsibilities</td>
</tr>
<tr>
<td>□ Advertise event</td>
<td>□ Set up venue</td>
</tr>
<tr>
<td>□ Recruit attendees</td>
<td>□ Greet attendees</td>
</tr>
<tr>
<td>□ Print materials</td>
<td>□ Manage and staff Welcome Desk/ sign-in table</td>
</tr>
<tr>
<td>□ Identify a venue</td>
<td>□ Clean up venue</td>
</tr>
<tr>
<td>□ Arrange for refreshments</td>
<td></td>
</tr>
<tr>
<td>□ Recommend speakers for Community Organization/Leader Panel</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Responsibilities</td>
<td>Day-Of Responsibilities</td>
</tr>
<tr>
<td>□ Provide a venue</td>
<td>□ Provide and set up refreshments</td>
</tr>
<tr>
<td></td>
<td>□ Set up audio/visual equipment</td>
</tr>
</tbody>
</table>
Appendix D – Agenda Template

The Hate Crimes Forum is usually three hours long. Complete the agenda below with the details for the specific event and distribute it to all attendees and presenters.

Keep the forum interactive. Encourage questions throughout the forum and reserve at least 10 minutes for audience questions at the end of each of the panel discussions.

At the start of the forum, ask attendees to write their questions on note cards and submit them to staff members. During the Questions and Answers (Q&A) periods at the end of each panel discussion, the facilitator selects and reads the questions to the panelists. This makes it easier to keep the Q&A periods on time.

**Bias Incidents and Hate Crimes Forum Agenda**

<Location>

<Month, Day, Year – From – Until>

<table>
<thead>
<tr>
<th>Time</th>
<th>Duration (minutes)</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;Start – Finish&gt;</td>
<td>10</td>
<td>Welcome and Introductions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;Planning Group Person leading welcome&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;Title, location where they work&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;Person leading welcome&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;Title, location where they work&gt;</td>
</tr>
<tr>
<td>&lt;Start – Finish&gt;</td>
<td>55</td>
<td>Law Enforcement Panel (with Q&amp;A Period)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;Panelist leading topic&gt; &lt;add additional panelists if applicable&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;Title, location or agency where they work&gt;</td>
</tr>
<tr>
<td>&lt;Start – Finish&gt;</td>
<td>60</td>
<td>The Community Speaks (with Q&amp;A Period)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;Panelist leading topic&gt; &lt;add additional panelists if applicable&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;Title, location or agency where they work&gt;</td>
</tr>
<tr>
<td>Time</td>
<td>Duration (minutes)</td>
<td>Topic</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>&lt;Start – Finish&gt;</td>
<td>50</td>
<td>Resources (with Q&amp;A Period)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;Panelist leading topic&gt; &lt;add additional panelists if applicable&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;Title, location or agency where they work&gt;</td>
</tr>
<tr>
<td>&lt;Start – Finish&gt;</td>
<td>5</td>
<td>Closing Reflections</td>
</tr>
</tbody>
</table>
Appendix E – Guidelines for Facilitators: Suggested Question List

Introduction

The following are suggested questions the facilitator may consider asking during a Hate Crimes Forum to help encourage discussion among the panelists:

Overview of Hate Crimes

- What should people do if they think they have seen or been victims of a hate crime/bias incident?
- What should people do if there is an emergency? Non-emergency?
- What type of information is important to provide?
- What if the victim does not speak English?
- Will I be protected from the attacker if I report?
- Will I have to testify against the person in court?
- Will a person get more jail time if the incident is considered a hate crime?
- Will the FBI always be involved?
- Will the FBI investigate my background if I report?
- How do federal and local law enforcement work together?
- How is the investigation different when it has been determined a hate crime may have been committed as opposed to when it has not been determined a hate crime was committed?
- How is information disseminated to the victim and the community?

Hate Crimes Community Panel

- What has been your community’s experience with being targeted or victimized by hate crimes/bias incidents nationally? Locally?
- How have these experiences affected your community’s sense of well-being, safety, and inclusion?
- What should law enforcement officials better understand about your faith/community to enhance your sense of security?
- What do you wish others in your community better understood about your faith/community?
- What challenges, if any, has your community faced in feeling wholly included within the fabric of civic and social life of your city? Schools?
- How can law enforcement and others best support your faith/community?
How do you believe your community can best partner with law enforcement beyond reporting (which is critical)?

How do you believe your community can partner with other communities?

Resources Panel

What resources are available to assist victim(s) of bias-based incidents/hate crimes?
  - Are these resources designed to specifically serve individual(s) or are they crafted to service the whole community?
  - Are there any costs associated with these resources?
  - Is this a one-time service or is it ongoing to continue the dialogue and forge relationships?

How does a person or community organization access these resources?
  - What kind of support do you need from the community to better implement the services?

To establish a sense of well-being, safety, and inclusion, what kind of support do you need from the community and its leaders?

As you help respond to the request for resources or services, what best practice(s) can you share with the community?

How can other resources be identified?
Appendix F – Guidelines for Presenter and Organizer Preparation

Leading and speaking on a panel can be challenging because there are several elements to manage and consider. Facilitators should consult the checklist below to help manage the most important elements of presenting.

<table>
<thead>
<tr>
<th>ROLE OF PRESENTER</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Goals:</td>
<td></td>
</tr>
<tr>
<td>• Familiarize yourself with the following program goals for participants:</td>
<td></td>
</tr>
<tr>
<td>• Network with subject matter experts, community members, and law enforcement to share ideas, best practices, and resources to <strong>prevent and respond to</strong> bias incidents and hate crimes;</td>
<td></td>
</tr>
<tr>
<td>• Identify best practices for how to <strong>prevent and respond to</strong> bias incidents and hate crimes;</td>
<td></td>
</tr>
<tr>
<td>• Identify federal, state, and local resources, programs, and tools to help <strong>prevent and respond to</strong> bias incidents and hate crimes.</td>
<td></td>
</tr>
<tr>
<td>• Have a clear vision of your topic and how it will be stated.</td>
<td></td>
</tr>
<tr>
<td>• Consider your audience. Several different types of groups may be in attendance:</td>
<td></td>
</tr>
<tr>
<td>• Civil rights groups</td>
<td></td>
</tr>
<tr>
<td>• Community groups</td>
<td></td>
</tr>
<tr>
<td>• Religious groups</td>
<td></td>
</tr>
<tr>
<td>• Youth</td>
<td></td>
</tr>
<tr>
<td>• Deaf or hard of hearing</td>
<td></td>
</tr>
<tr>
<td>• English as second language learners</td>
<td></td>
</tr>
<tr>
<td>• Participants with varying degrees of knowledge on the topic</td>
<td></td>
</tr>
<tr>
<td>• Prepare to <strong>answer questions</strong> that may relate to your topic and others on the panel and know when to refer a question to another panel member for guidance or clarity.</td>
<td></td>
</tr>
</tbody>
</table>

Plain Language:
1. Avoid excessive use of jargon and/or acronyms.
2. Always provide full form of acronyms before use.
3. Choose words carefully; words should have a singular focus and create concise sentences.
4. Keep the tone conversational.
5. Organize information by topic.
### ROLE OF FACILITATOR:

### Timing:

1. Estimate timing of panelists’ presentations and how much time the panel will spend on each topic. Check the amount of time allotted (usually 3 hours).
2. Practice introduction monologues.
3. Practice final monologues.
4. Practice the pronunciation of panelists’ names.

- **Topics:** Understand the order of the topics on the panel and how you can transition smoothly from the topic before and after your topic.

**Recommend facilitator schedule and conduct a dry run one to two weeks prior to the forum.**
## Appendix G – Event Supplies Checklist

Use this checklist to make sure the forum has all the necessary supplies and equipment.

<table>
<thead>
<tr>
<th>Item</th>
<th>Purpose</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projector</td>
<td>Show presentations</td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td>Run presentations</td>
<td></td>
</tr>
<tr>
<td>Clicker</td>
<td>Allows speakers to control their presentations without being near computer</td>
<td></td>
</tr>
<tr>
<td>Speaker’s podium</td>
<td>Gives working space to facilitator</td>
<td></td>
</tr>
<tr>
<td>Panelist microphones</td>
<td>Allows panelists to be heard in large rooms</td>
<td></td>
</tr>
<tr>
<td>Facilitator microphone</td>
<td>Allows facilitator to be heard in large rooms</td>
<td></td>
</tr>
<tr>
<td>Chairs and tables</td>
<td>Provides seating and workspaces for audience, panelists, and facilitator</td>
<td></td>
</tr>
<tr>
<td>Welcome Desk table and chairs</td>
<td>Provides place for brochures and sign-in sheet</td>
<td></td>
</tr>
<tr>
<td>Banners</td>
<td>Promotes planning group members’ organizations</td>
<td></td>
</tr>
<tr>
<td>Timer or clock</td>
<td>Helps facilitator manage timing of forum</td>
<td></td>
</tr>
<tr>
<td>Note cards</td>
<td>Provides a place for audience members to write questions used during Q&amp;A periods</td>
<td></td>
</tr>
<tr>
<td>Pens</td>
<td>Allows everyone to take notes</td>
<td></td>
</tr>
<tr>
<td>Pads for panelists</td>
<td>Allows panelists to take notes on questions</td>
<td></td>
</tr>
<tr>
<td>Sign-in sheet</td>
<td>Gives attendees a place to sign</td>
<td></td>
</tr>
<tr>
<td>Brochures</td>
<td>Promotes planning group members’ and panelists’ organizations</td>
<td></td>
</tr>
<tr>
<td>Speakers’ bios</td>
<td>Enhances credibility with audience</td>
<td></td>
</tr>
<tr>
<td>Printed agenda</td>
<td>Informs audience on what to expect</td>
<td></td>
</tr>
<tr>
<td>Food and drink (optional)</td>
<td>Encourages attendance</td>
<td></td>
</tr>
<tr>
<td>Refreshment table (optional)</td>
<td>Provides place for food and drinks</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix H – Sign-In Sheet

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>Date:</th>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bias Incidents and Hate Crimes Forum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Email</td>
<td>Organization</td>
</tr>
</tbody>
</table>

...
Appendix I – Attendees Notes

Notes:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

Next Steps:

- <Suggested next step>
- <Suggested next step>
- <Suggested next step>
- <Suggested next step>
- <Suggested next step>

Additional Resources:

➤ <Suggested resources>
➤ <Suggested resources>
➤ <Suggested resources>
Appendix J – Sample Hate Crimes Forum Flyer
About CRS

Established by Title X of the Civil Rights Act of 1964 and expanded by the Matthew Shepard and James Byrd, Jr., Hate Crimes Prevention Act of 2009, CRS serves as “America’s Peacemaker” for communities facing tension or conflict based on differences of race, color, national origin, gender, gender identity, sexual orientation, religion, and disability. CRS services aim to enhance the ability of local communities to independently and collaboratively prevent and resolve future conflicts through the use of problem solving, increased knowledge, and improved communication.

CRS Services and Programs

CRS provides an array of programs to communities experiencing tension that cultivate understanding, improve collaboration, and prevent future conflicts. CRS staff are professional mediators, facilitators, trainers, and consultants experienced in bringing community members together to help enhance their ability to resolve existing conflict and prevent future conflicts.

Where We Work

CRS Headquarters
Washington, DC

CRS Regional Offices

<table>
<thead>
<tr>
<th>New England</th>
<th>Midwest</th>
<th>Western</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston, MA</td>
<td>Chicago, IL</td>
<td>Los Angeles, CA</td>
</tr>
<tr>
<td>Northeast</td>
<td>Southwest</td>
<td>Northwest</td>
</tr>
<tr>
<td>New York, NY</td>
<td>Dallas, TX</td>
<td>Seattle, WA</td>
</tr>
<tr>
<td>Mid-Atlantic</td>
<td>Central</td>
<td></td>
</tr>
<tr>
<td>Philadelphia, PA</td>
<td>Kansas City, MO</td>
<td></td>
</tr>
<tr>
<td>Southeast</td>
<td>Rocky Mountain</td>
<td></td>
</tr>
<tr>
<td>Atlanta, GA</td>
<td>Denver, CO</td>
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</tbody>
</table>

CRS Field Offices

<table>
<thead>
<tr>
<th>Miami, FL</th>
<th>Houston, TX</th>
<th>Detroit, MI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>San Francisco, CA</td>
<td></td>
</tr>
</tbody>
</table>

Find us, connect with us

www.justice.gov/crs

facebook.com/DOJCRS/  @DOJ_CRs  askcrs@usdoj.gov  202.305.2935

For more information on this program or other CRS services, please contact CRS:
https://www.justice.gov/crs/contact-crS
About CRS
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Where We Work
- New England Region
- Northeastern Region
- Mid-Atlantic Region
- Southeastern Region
- Midwestern Region
- Southwestern Region
- Central Region
- Rocky Mountain Region
- Western Region
- Northwestern Region
Field Offices
Regional Offices
CRS Headquarters Offices

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For more information on this program or other CRS services, please contact your local CRS office: https://www.justice.gov/crs/about-crs/regional-and-field-offices
Host a public solidarity event against hate and bias. ▼

- Where appropriate and safe, public events and virtual convening can be used to raise awareness on bias and hate impacting communities.
- Share existing resources relevant to bias and hate, such as local human relations commissions, school programs, social services support, and programs supported by local community stakeholders.
- Create a space for survivors, supporters, and allies to express their concerns related to bias and hate, such as a community forum, facilitated dialogue, listening session, or email tip box.
- Solidarity events can show community members they are not alone. Consider inviting other stakeholders such as faith leaders, community leaders, and law enforcement.

Be prepared for possible unrest, bias incidents, and hate crimes. ▼

- Identify and prepare for events where there may be an increased potential for hate or bias incidents.
- Educate community members on reporting procedures, hate crime laws, and best practices for protecting places of worship.
- Alert local law enforcement about threats and other potentially criminal activity. Meet with law enforcement to learn about what and how to report.
- Coordinate plans for possible emergency situations such as targeted violence, hate crimes, and demonstrations with the potential for violence.
- Be aware of community events, observances, and holidays that may influence patterns of gathering and travel.
- Review materials and communications for language accessibility and translation needs.
- Conduct a run through of your response plan to identify missing links and areas of improvement.
- Make law enforcement and community leaders aware of significant sites that may be targeted, including neighborhoods, workplaces, places of worship, consulates, embassies, cemeteries, historical monuments, and other congregate settings.

Take steps to mitigate the toll that bias and hate can have on the mental and physical well-being of impacted groups. ▼

- Have your working group engage with experts to ensure a common understanding of when and how mental health resources may be used.
- Some reported bias- or hate-related incidents have involved suspects with mental health issues. The working group can familiarize itself with local law enforcement processes for working with suspects with mental health issues.
- Provide mental health resources to survivors and members of communities experiencing hate and bias.
- Ensure first and second responders have access to adequate mental health and trauma support.
- Ensure survivor and witness resources are culturally appropriate.
Equip schools to respond to bias and hate incidents. ▼

- Encourage your school to have a cyberbullying and harassment policy.
- Train school officials on bias and hate incident reporting and investigation best practices.
- Reach out to impacted students.

CRS serves as “America’s Peacemaker” for communities in conflict by mediating disputes and enhancing community capacity to independently prevent and resolve future conflicts. Under Title X of the Civil Rights Act of 1964 and the Matthew Shepard and James Byrd, Jr., Hate Crimes Prevention Act of 2009, CRS responds to community conflicts arising from differences of race, color, national origin, gender, gender identity, sexual orientation, religion, or disability. CRS does not have investigative or prosecutorial authority. Rather, CRS impartially works with communities in conflict to help rebuild relationships, facilitate mutual understanding, and encourage the development of local solutions. CRS’s conciliators work directly with state and local officials, community-based organizations, community and civil rights advocates, faith-based groups, and law enforcement on a voluntary basis. CRS’s facilitated dialogue, consultation, training, and mediation are free and confidential.

Resources ▼

Facilitator Training, “Facilitating Meetings Around Community Conflict”
https://www.justice.gov/file/1376611/download

CRS services for school communities
https://www.justice.gov/crs/our-stakeholders/educational-organizations

Additional U.S. Department of Justice resources ▼

- Hate Crime Threat Guide
- Federal Bureau of Investigation
- Hate Crime Reporting – Working to Close the Gap
- Community Oriented Policing Services
- Improving the Identification and Reporting of Hate Crimes
- Community Oriented Policing Services
- Improving the Identification, Investigation, and Reporting of Hate Crimes: A Summary Report of the Law Enforcement Roundtable
- Community Oriented Policing Services
- Stop Hate: Action Steps for Local Communities
- Community Oriented Policing Services
- Helping Communities Prevent and Respond to Hate Crimes
- Community Relations Service
- Stop Hate & Build Inclusion: Resources for Law Enforcement and Community Partners
- Community Oriented Policing Services

For emergencies dial 9-1-1 to get immediate help. ▼

If you believe you are the victim of a hate crime or believe you witnessed a hate crime:

Step 1: Report the crime to your local police.

Step 2: Quickly follow up this report with a tip to the Federal Bureau of Investigation (FBI) by calling 1-800-CALL-FBI or submitting the information at tips.fbi.gov. You may remain anonymous.

Find us, connect with us ▼

U.S. Department of Justice Community Relations Service

Engaging and Building Partnerships with Sikh Americans

The U.S. Department of Justice (DOJ) Community Relations Service’s (CRS) program, Engaging and Building Partnerships with Sikh Americans, a three-hour, in-person training course led by subject matter experts, is designed to familiarize law enforcement, and government officials, as well civic and community leaders, with customs and cultural aspects of the Sikh American community, including their beliefs, practices, and civil rights-related issues that impact the community.

Our nation is enriched by its diversity. Understanding the cultures and customs of diverse communities can be challenging and complex at times. Police officers, first responders, and other government officials, as well as community, civil rights, religious, school, and tribal leaders, can strengthen their relationships with the Sikh American communities they serve by learning about cultural sensitivities, best practices on how to engage, and better methods of communication.

Program Overview

The Benefits of Training
- Facilitates cooperation for smooth interactions
- Establishes mutual respect
- Increases safety
- Strengthens partnerships to build public trust

The Importance of Community Awareness
Community awareness enables interacting with community members in an informed manner. This lesson explains how understanding beliefs and religious practices of a community fosters improved engagement and describes the issues impacting Sikh Americans.

Building Awareness and Understanding
This lesson provides basics of Sikh Americans and their faith and what influences their daily interactions to help avoid misunderstandings and stereotyping, while identifying compatible community engagement practices.

Planning Community Engagement
This lesson identifies community engagement strategies that advance best practices on how to cultivate and further relations with Sikh Americans and highlights the benefits of creating partnerships between law enforcement, public officials, and the Sikh American community.
About CRS
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CRS Regional Offices

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- **Mid-Atlantic**
  - Philadelphia, PA
- **Southeast**
  - Atlanta, GA
- **Midwest**
  - Chicago, IL
- **Southwest**
  - Dallas, TX
- **Central**
  - Kansas City, MO
- **Rocky Mountain**
  - Denver, CO
- **Western**
  - Los Angeles, CA
- **Northwest**
  - Seattle, WA

CRS Field Offices

- **Miami, FL**
- **Detroit, MI**
- **Houston, TX**
- **San Francisco, CA**

Find us, connect with us

www.justice.gov/crs

- Facebook: facebook.com/DOJCRS/
- Twitter: @DOJ_CRS
- Email: askcrs@usdoj.gov
- Phone: 202.305.2935

For more information on this program or other CRS services, please contact your local CRS office: https://www.justice.gov/crs/about-crs/regional-and-field-offices
Dialogue on RACE

PROGRAM GUIDE
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<td>27</td>
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</table>
Introduction to Dialogue

What does dialogue mean?

Dialogue is a process that convenes diverse participants from the community to exchange information, share personal stories and experiences, express honest perspectives, clarify viewpoints, and develop solutions to community concerns.

Dialogue emphasizes listening to deepen understanding. Dialogue invites discovery. It identifies common values and allows participants to express their own interests. It sets expectations that participants will grow in understanding and that they may decide to act together with common goals.

In dialogue, participants can question and reevaluate their assumptions. Through this process, participants improve trust, gain perspectives, learn from each other, and learn to work together to improve community relations. See Appendix A: The Difference between Debate and Dialogue to better understand aspects of dialogue.
What makes for a successful dialogue on race?

The nature of the dialogue process can motivate people to work toward change.

Effective dialogues do the following:

- **Move toward solutions rather than continue to identify and analyze issues.** An emphasis on personal responsibility moves the discussion away from blaming others and towards collaboration.

- **Reach beyond the usual boundaries.** When fully developed, dialogues involve the entire community and offer opportunities for new or more fully developed relationships. These relationships develop when participants listen carefully and respectfully to each other. A search for solutions focuses on the common good as participants are encouraged to broaden their horizons and build relationships outside their comfort zones.

- **Unite diverse communities through a respectful, informed sharing of local racial history and its impacts on the community.** This experience of "walking through history" together can promote understanding.
Planning a Dialogue on Race

What size planning group is needed? Who should be a member of the planning group?

The organizer should form a planning group. If the approach is an informal dialogue with friends, neighbors, or co-workers, for example, then the planning group may consist of the organizer and one or two others.

However, if the approach is a more ambitious effort, then the organizer will need to have a planning group of six or eight people who represent different backgrounds, professions, and viewpoints. Once the planning group members are identified and assembled, they will need to spend enough time together to build a level of trust.

This group will be the nucleus that drives the process and should "model" the kind of relationships and openness hoped to be modeled by the overall effort. This group will be responsible to complete all the necessary logistical tasks, including date, time, location, invitations, registration, and communications. Additionally, the planning group will work with the organizer to address all the following questions.
Partners are important for long-term success. Groups from different racial, ethnic, or religious communities can make good partners and offer networking possibilities.

What partners are needed for success?

Partners are important for long-term success. The organizer should identify people who are already working to support race relations and racial equity and who have experiences to share. Groups from different racial, ethnic, or religious communities can make good partners and offer networking possibilities. Religious officials, law enforcement leaders, small business owners, elected officials, leaders of educational institutions, and various nonprofit organizations are also important partners. These partners often have a good sense of the current issues impacting the community; they know the key leaders who can influence changes, and they can provide additional resources to support the dialogue effort.

What is happening in the community?

The organizer and the planning group should identify the needs of the community. They should consider the following questions:

- What issues related to race relations and racial equity exist in the community?
- What are the critical issues?
- Who needs to be part of the dialogue?
- Are there any individuals or groups not talking to each other?
- What role do language barriers play in groups not talking to each other?
- Are there people who should be allies, who may be doing similar work, but who are competing rather than working together?
- What are some of the impacts of community conflict?
What are the dialogue goals?

The organizer should establish short-term, medium-term, and long-term goals. It is important to set some attainable goals that participants can work toward together. Participants can identify common issues and interests that can form the basis for coalitions. For more formal, long-term efforts, the planning group can create task forces to study specific needs and to work on concrete action plans. This approach has the strongest potential to keep key business and civic leaders at the table.

How many dialogue sessions should take place, and for how long?

The answer to this question depends on the dialogue goals. Dialogues can range from a single two-hour session to a series of sessions lasting over many months. For example, if the goal is simply to get people who know each other to come together and have a conversation about race, one session may be enough.

What additional planning is needed?

To ensure diverse perspectives in the dialogue group, the organizer should consider the following:

► "Which voices need to be included?" Answering that question will ensure the racial, ethnic, religious, age, and gender diversity necessary for successful dialogues; and
► "Who is missing?" That answer will steer the organizer toward others who need to be involved. Other people to contact are those in uninvolved or unaffiliated groups who, while a visible part of the community, may be harder to reach through traditional means.

The organizer can generate interest in a formal dialogue process by doing the following:

► Asking civic leaders and other influential members of the community to help rally the public;
► Leveraging social media and traditional media to reach the target audience;
► Using multilingual communications;
► Attending various group sessions in the community to get the word out; and
► Partnering with local chapters of national organizations.

The organizer should consider logistics issues, including:

► Identifying date(s), time, and location;
► Planning communications;
► Promoting the dialogue session;
► Registering the participants;
► Identifying facilitators;
How is a dialogue session facilitated?

The most successful formal dialogues use neutral facilitators to keep the discussion flowing constructively. The critical components of the facilitator’s duties include welcoming participants and having them introduce themselves; setting out the dialogue's purpose; establishing ground rules; promoting discussion through thoughtful questions, visual media, or other materials; and periodically summarizing and evaluating the dialogue.

Was the dialogue successful?

The organizer should document and evaluate the dialogue sessions, including keeping a record of the individuals and groups who take part in the dialogues. Documentation should include the number of participants, group composition (diverse community leaders, youth leaders, faith leaders, community organizations, etc.), main topics discussed, how productive the discussions were, and how they might have been improved. This approach will allow the organizer to see whether changes need to be made to the dialogue format.

What are next steps?

If the dialogues continue, expand the planning group to include representatives from all sectors of the community, if some groups were not already included. In addition, in subsequent sessions, the dialogue group may create a statement about the community, its history, the challenges it faces today, and the group’s collective vision for the future. Groups that continue meeting over time should consider holding an annual event to celebrate achievements, evaluate effectiveness, and invite new participants. The groups should also develop a plan that identifies specific action steps that address community issues identified during the dialogue process.

Below are some questions and possible answers to help the organizer and planning group plan a dialogue on race. These questions may be modified to use with dialogues on other issues. They are meant to promote brainstorming. The answers to these questions will help the planning group better understand the purpose and potential of the dialogue effort. The planning group is encouraged to use Appendix B: Community Profile Worksheet to develop a profile of their community.

What’s going on in our community that a dialogue on race could address?

- There are protests and tensions due to alleged racial hate crimes or bias incidents;
- There are underlying issues that led to civil unrest due to alleged race-related acts of violence;
There are diverse groups that want to get to know each other better;
There is a race-related issue in my community that people want to talk about;
There are young people from diverse racial groups who could increase their understanding of each other by sharing their experiences;
The community wants to work together to address common issues; and/or
Community demographics are changing.

What are the dialogue goals?

To improve communication and partnerships between diverse groups;
To build new relationships between diverse groups;
To strengthen existing relationships between diverse groups;
To bring people together who do not typically engage with one another;
To reduce the potential for violence;
To improve police and community relations;
To improve understanding about other cultures;
To open up new economic possibilities;
To create partnerships between organizations that do not typically work together; and/or
To develop plans for joint community initiatives.

Who should participate in the dialogue? Is this a “come-one-come-all” dialogue, or should participants be primarily community leaders? Participants may include:

Diverse community leaders and influencers;
Diverse youth leaders;
Faith-based and inter-faith leaders;
Neighborhood associations;
School administrators, teachers, parents, and students;
Law enforcement leaders;
Elected officials and community leaders; and/or
Business leaders and owners.

What type of meeting(s) should we have?

A few small groups meeting once or twice;
A large public meeting;
A series of small groups from across the community meeting for six weeks or more, concluding with a large meeting;
A year-long commitment among a group of key community leaders to study, reflect on, and discuss race relations and racial equity concerns;
School projects aimed at understanding cultural differences, concluding with a multicultural potluck dinner; and/or
Study groups meeting from racially diverse congregations, concluding with a joint worship service.

After completing the **Community Profile Worksheet (Appendix B)**, the dialogue organizer must make some decisions. Anyone can have an honest conversation about race, but the dialogue organizer has several choices about meeting types ranging from the very simple to the somewhat complex. At the simple end of the spectrum, the organizer can gather a small group of friends, neighbors, or schoolmates to talk informally about race. This approach can be a constructive beginning but will likely not result in long-term impacts.

Another option is to convene existing community groups and leaders for a dialogue on race. This approach can have a larger effect on the community, depending on the groups involved. The organizer could also convene new community groups and bring them together for dialogue sessions. Whatever the approach, for a lasting impact on the larger community, it is important for the organizer to consider how the effort will be sustained. Dialogue may start at many levels and in many ways. While the guidance in this guide can be adapted for the small "ad-hoc" gathering, it is generally intended for a larger session that a diverse planning group is hosting.
Role of the Facilitator

Using a facilitator to help conduct a dialogue is a best practice for success. The facilitator’s role is to keep participants focused and organized. As a result, the facilitator must possess good listening skills and be willing to enforce the dialogue ground rules. The facilitator’s responsibility is to the group as a whole, while also considering each person’s individuality and level of comfort. CRS offers facilitator training, “Facilitating Meetings Around Community Conflict,” that might be a helpful resource.

Because facilitating dialogue is an intensive activity requiring a high level of alertness and awareness, often two or more facilitators conduct the dialogues. It may be particularly valuable to have co-facilitators who identify as members of different races or who have different ethnic backgrounds and genders. Co-facilitation can help to balance the dialogue and "model" the type of collaboration encouraged in the dialogue process.

While the dialogue facilitator does not need to be an "expert" or even the most knowledgeable person in the group on the topic being discussed, they should be the best prepared for the discussion. It is up to the facilitator to keep the group moving forward, using techniques that enhance conversations and encourage discussion. This means understanding the goals of the dialogue, thinking ahead of time
about the directions in which the discussion might go, and preparing questions to help the group tackle their subject.

The facilitator guides the process to ensure that it stays on track and avoids obstacles that could derail it. While the facilitator guides the dialogue, they are impartial and do not advocate for any issues or perspectives by adding their point of view or opinion. Rather, the dialogue facilitator lets the participants dictate the flow and pace of the discussions.

At the start of each session, the facilitator conducts an introduction where they remind everyone that the purpose is to have an open, honest, and cooperative dialogue, and that the facilitator’s role is to remain neutral, keep the discussion focused, and enforce the ground rules. After the facilitator’s introduction, they help the participants establish ground rules and ensure that all participants are willing to follow them.

Ground rules must emphasize respect, listening, honesty, and the importance of sharing time equitably, as well as stress the importance of respecting different opinions and perspectives. The facilitator can develop the ground rules on their own; eliciting the ground rules from the group will ensure group buy-in and voluntary compliance. The following are some basic ground rules for dialogues:

- We will respect confidentiality;
- We will share time equitably to ensure the participation of all;
- We will listen carefully and not interrupt;
- We will keep an open mind and be open to learning; and
- We will be respectful of the speaker even when we do not agree with their views.

The facilitator then confirms the ground rules with the group and asks for their compliance. The facilitator should ask, “Are there any questions about these ground rules? Can we all agree to them before we continue? Are there any you would like to add?”

**Tips for Facilitators**

*Set a relaxed and open tone.* Welcome everyone and create a friendly and relaxed atmosphere.

*Stay neutral.* This may be the most important point to remember as the facilitator of a dialogue. The facilitator should not share personal views or try to advance their agenda on the issue. The facilitator is present to serve the discussion, not to join it.
Stress the importance of confidentiality. Make sure participants understand that what they say during the dialogue session is to be kept completely confidential. Define for them what confidential means. For instance, it is not all right to speak outside of the dialogue about what someone else aid or did. It is all right to share one's own personal insights about the issue of race and racism as a result of the process.

Encourage openness about language. Dialogue facilitators should encourage participants to use unbiased and non-offensive language during dialogue sessions.

Provide bilingual translation, if necessary. Also, ensure that provided material is translated into the participants’ first language, or recruit bilingual discussion leaders.

Keep track of who is contributing and who is not. The facilitator should not only help to keep the group focused on the content of the discussion, but also they are monitoring how well the participants are communicating with each other -- who has spoken, who has not, and whose points have not yet received a fair hearing. A facilitator must constantly weigh group needs against the requirements of individual members.

Follow and focus the conversation flow. A facilitator who listens carefully will select topics raised in the initial sharing. To help keep the group on the topic, it is helpful to occasionally restate the key question or insight under discussion. It is important to guide gently, yet persistently. The facilitator might ask, "How does your point relate to the topic?" or state, "That's an interesting point, but let's return to the central issue." Keep careful track of time.

Do not fear silence. It is all right if people are quiet for a while. When deciding whether to intervene, err on the side of nonintervention. The group usually will work its way out of a difficult situation. Sometimes group members only need more time to think through alternatives or to consider what has just been said.

Accept and summarize expressed opinions. "Accepting" shows respect for each participant in the group. It is important for the dialogue leader to make it clear that dialogue discussions involve no right or wrong responses. One way to show acceptance and respect is to briefly summarize what is heard and to convey the feeling with which the person shared it. Reflecting both the content and the feeling lets the person know that she or he has been heard. For example, the facilitator might say: "It sounds like you felt hurt when you were slighted by someone of a different race." Once in a while, ask participants to sum up the most important points that have come out in the discussion. Write them on a flip chart. These techniques give the group a sense of accomplishment and a point of reference for more sharing.

Anticipate conflict and tend to the ground rules. When conflict arises, explain that disagreement over ideas is to be expected. Remind participants that conflict must stay on the issue. Do not allow it to
become personal. Appeal to the group to help resolve the conflict and abide by the ground rules. The facilitator may have to stop and reference the ground rules several times throughout the discussion.

**Close the dialogue.** Give participants a chance to talk about the most important thing they gained from the discussion. The facilitator may ask them to share any new ideas or thoughts they’ve had as a result of the discussion. Ask them to think about what worked and what didn’t. The facilitator and the planning group may design a closing activity for use at each session.

Provide some time for the group to evaluate the program by providing verbal feedback and/or completing the evaluation form in **Appendix C: Dialogue Evaluation Form**. After completing the evaluation, the facilitator should thank everyone for their participation.

**Strategies for Handling Challenging Situations**

The best method for handling challenging situations is to anticipate and prepare for them. Each dialogue is a unique experience, providing new opportunities for the facilitator. Even those who have been facilitators for many years are often faced with new problems requiring on-the-spot creative action. There are no certain answers; sometimes groups just do not go well, and other times all participants seem engaged and satisfied.

The following scenarios present some possible challenges to the facilitator and offer some strategies for handling them.

**Challenge 1: The group is slow to respond to the process.**

Strategy: Check-in with the participants to determine whether the directions are clear. The facilitator may need to restate the purpose of the process, and how it should be carried out. The facilitator may also have people who are reluctant to participate because of perceptions around the amount of “power” held by various members of CRS in the group. If so, invite them to participate to the degree they feel comfortable. Assure them that the purpose of the process is to share different insights, experiences, and personal reflections on the topic; however, the members choose to participate is valuable. It is also important to make sure members are physically comfortable.
Challenge 2: One or a few members dominate the dialogue.

Strategy: Developing and enforcing ground rules about respecting time limits are helpful. Invite participants to be conscious of each person having time to share their reflections, ideas, and insights. It may be helpful to invoke the ground rule, "It is important to share time equitably," when a few individuals dominate the discussion.

Another solution is to tell the group that it is important to hear from those who have not said much. Participants will look to the facilitator to restrain domineering group members. Sometimes, this situation happens when those dominating the dialogue feel they have not been heard. Summarizing the essence of what they've expressed can show that the facilitator has understood their point of view.

Challenge 3: The facilitator feels strongly about an issue and has trouble staying impartial.

Strategy: The facilitator should maintain their role, which is to guide the process and to elicit participants’ perspectives. If the facilitator respects the views of others and shows interest and curiosity for others’ experiences and viewpoints, it will not be difficult to keep personal ideas from influencing the dialogue. This is not to say that the facilitator never shares, but they must guard against moving from the facilitator role into a teacher/lecturer or a participant role.

Challenge 4: A participant walks out of a group following a heated conflict.

Strategy: Dialogue sessions may become heated. Participants may be confrontational or walk out. The best way to deal with conflict is to tactfully confront it directly. The facilitator should remind participants that they were told initially that tensions could arise, but that they agreed to respond to differences respectfully. Name-calling, personal attacks, and threats are never acceptable. This is one
situation where the facilitator should readily appeal to the group for support. If they accepted the ground rules, the group will support the facilitator.

**Group Size**

The facilitator(s) should consider the size of the group. In general, groups of 10 or fewer are best. For groups larger than 10, the facilitator initially should separate participants into 2 or 3 smaller groups. After answering the questions, the participants are then brought back together in the larger group.

**Participant Feedback and Evaluations**

After each session, the facilitator should elicit participant feedback about the session. Evaluations can be written and/or expressed verbally. If collecting written comments, the organizer should distribute and collect an evaluation form. An evaluation should include questions like:

- Why did you join the group?
- What were your expectations?
- Were you comfortable participating in the discussion?
- Did the dialogue give you new insights about how to support race relations or racial equity?
- Was the dialogue positive and respectful?
- Did you find the dialogue to be a valuable experience overall?
- How might it have been improved?
- Would you like to participate in a future session?
- Did the experience motivate you to act differently?
- What additional comments do you have?

A formal, written evaluation is distributed and collected from participants during the final dialogue session. This evaluation provides the organizer, facilitator, and planning group with an understanding of the strengths and areas of improvement of the dialogue process, as well as its impacts.
Facilitating a Four-Step Dialogue on Race

The dialogue methodology described in this guide includes four steps that have proven useful in moving participants through a process from sharing individual experiences, to gaining a deeper understanding of those experiences, to developing a vision and committing to collective action.

This section of the guide describes the four steps of the dialogue methodology, but this approach can be modified by adding more sessions to best fit the needs of the community.

In most situations, one dialogue session is not sufficient to discuss complex issues surrounding racial equity, and multiple sessions are recommended. Regardless of the number of sessions, participants move through all four steps, exploring and building on shared experiences. See Appendix D: Sample Agenda of a Dialogue Session for more information about how to organize the dialogue session.

The facilitator(s) uses this methodology to keep the participants focused and moving in a common direction.

1. The first step sets the tone and explores personal stories by using the question, “Who are we?”
2. The second step asks the question, “Where are we?” and helps participants more deeply understand personal and shared racial history in the community.

3. During the third step, participants develop a vision for the community, in response to the question, “Where do we want to be?”

4. Finally, in the fourth step, participants answer the question, “What will we do as individuals and with others to make a difference?” In this final step, participants discover shared interests and develop partnerships on specific projects.

Script—Four Dialogue Steps

Below is a sample script for a facilitator(s) conducting the four dialogue steps. The planning group and the facilitator should read through the questions below and then, if necessary, develop questions tailored to the needs of their particular groups.

Step One: Who Are We?

This step sets the tone and context for the dialogue, which begins with the sharing of personal stories and experiences. In addition to serving as an icebreaker, this kind of personal sharing helps to level the playing field among participants and improve their understanding by hearing each other’s experiences.

Welcome, Introduction, and Overview

The facilitator says,

> It's not always easy to talk about race and race relations. A commitment to the dialogue process will help us make progress. Your presence here shows that you are dedicated to positive race relations in this community.

The facilitator then does the following:

- Explains the purpose of the dialogue and the steps involved;
- Discusses, clarifies, and sets ground rules;
- Facilitates participant introductions;
- Provides an overview of the session; and
- Describes their role as dialogue facilitator.
Starting the Dialogue

Getting started is often the most difficult part of talking about race. Some participants may feel uncomfortable at first and hesitant about expressing their personal beliefs or sharing their personal stories. To get people talking, it may help to relate personal stories or anecdotes or to bring up a race-related incident that has occurred within the community.

The facilitator says,

Let’s begin by looking at the first question: ‘Who are we?’ By listening to one another’s personal stories, we can gain insights into our own beliefs and those of others and come to new understandings of the issues we face. By sharing our personal experiences, we can learn more about each other as individuals and about how we have been influenced by our diverse backgrounds. We can also shed light on our different perceptions and understandings of race relations and racial equity.

Guiding Questions

The facilitator should begin with guiding questions that allow people to talk about their own lives and what is important to them. These initial questions do not focus on race. Rather, participants are given a chance to get to know each other as individuals and to find out what they have in common. Examples of questions to use include:

- How long have you lived in this community?
- Where did you live before moving here?
- What are some of your personal interests?
- What things in life are most important to you?

Once the participants are familiar with each other and have developed the beginnings of a relationship, the facilitator transitions to the questions that explore how race may affect the participants on a day-to-day basis. The questions include:

- What is your racial, ethnic, and/or cultural background?
- Did you grow up mostly around people similar to you?
- What are some of your earliest memories of coming in contact with people different from you?
Session Wrap-Up

The facilitator charts participants’ responses to the following questions, summarizes the session, and asks participants:

- How did you feel about this meeting?
- Is there anything you would like to change?

The facilitator thanks the participants for their important and hard work, and then provides information about the next steps. In preparation for the next meeting, the facilitator asks the participants to consider the following questions:

When it comes to race relations, what are the issues, if any, impacting the community? What are the community’s greatest strengths for overcoming these issues?

Step Two: Where Are We?

Step two uses guiding questions that highlight different experiences and perceptions of the participants about the issues their community is facing with regard to race. The goals of this step are to allow participants to express their different understandings about race and then explore the factors producing them. It centers on the idea that it makes sense to talk about the issues the community is facing before exploring solutions. By the end of this step, participants should have identified the themes and issues in their community.

The facilitator says,

“Let’s turn now to our second question: ‘Where are we?’ The purpose of this session is to look at our current experiences of race and ethnicity and to discuss the state of racial equity in our community. It is okay to feel uncomfortable, as that is a normal part of the dialogue process where we seek to better understand various perspectives.”

If needed, the facilitator will remind the participants of the ground rules.

Guiding Questions

The facilitator begins with questions that get participants talking about their race-related experiences, including the following examples:

- How much contact do you have with people of other races?
What type of contact do you have with people of other races?

The facilitator then transitions the dialogue to focus on the state of race relations and racial equity in the community. The facilitator asks the following questions:

- How would you describe the overall state of race relations and racial equity in our community?
- What are some of the factors affecting race relations and racial equity in our community?

Session Wrap Up

The facilitator charts the responses, summarizes the session, and asks participants:

- How did you feel about this meeting?
- Is there anything you would like to change?

The facilitator thanks the participants for their important and hard work, and then provides information about the next steps. In preparation for the next meeting, the facilitator asks the participants to consider the following questions:

What can we do to improve relationships between all community groups?

- When it comes to strategies to support racial equity, what types of actions can we take? Try to identify a broad range of possibilities.
- What are the pros and cons of these various actions?

Step Three: Where Do We Want to Go?

In this step, participants begin to build their collective vision. They first identify what would be a part of that vision and then brainstorm about how they could all help to build it. By the end of this session, participants should have identified accomplishments, barriers to overcome, and opportunities for further action.

The facilitator says,

"Let's turn our attention to the question, ‘Where do we want to go?’ You may all share a common desire to support racial equity, so let's talk about what we mean by that and explore specific actions to achieve that goal."
Guiding Questions

The facilitator asks questions about the participants’ vision for the future, including:

- What kinds of things would we see in the community?
- What would we hear in the community?
- How would our community feel?
- What are the main changes that need to happen to support equity, understanding and cooperative action across racial lines?
- What might impact racial equity in our community?

The facilitator then transitions the dialogue to questions that ask individuals to address racial equity, including:

- Where do you see racial equity in your community?
- What are some steps we could take to better support racial equity in our community?
- What are some steps we could take to better support racial equity in our organizations, schools, and institutions?

Session Wrap Up

The facilitator records the participants’ responses on chart paper, summarizes the session, and asks participants:

- How did you feel about this meeting?
- Is there anything you would like to change?

It is important to note that there may not be consensus at this stage about what, if anything needs to change in the community. Facilitating a discussion on what the group can agree on will be the focus on Step 4. The facilitator thanks the participants for their important and hard work, and then provides information about the next steps. In preparation for the next meeting, the facilitator asks the participants to consider the following questions:

- What concrete steps can you take as an individual to support race relations and racial equity in the community?
- What concrete steps can you take with others to support race relations and racial equity in the community?
- What do you think is most needed in this community, if anything?
Step Four: What Will We Do, As Individuals and With Others, To Make a Difference?

The goal of the final step is to identify specific actions that individuals will take, by themselves or with others, to make a difference in their communities. This step helps participants develop a range of concrete actions for change.

The facilitator says,

"The purpose of this session is to identify specific steps we would like to take to support racial equity in our community."

Guiding Questions

The facilitator then asks the following questions:

- Are there actions each of you are personally willing to take to support race relations and racial equity in our community? If so, what are those actions?
- Are there actions you are willing to take as a group to support race relations and racial equity in our community? If so, what are they?
- How do we implement the actions we’ve discussed?
- How will we know if our actions are working?

Session Wrap Up

The facilitator charts the responses, summarizes the session, and asks participants:

- How did you feel about this meeting?
- Is there anything you would like to change?

If this is the final session, the facilitator then distributes and collects the Dialogue Evaluation Form (Appendix C).
Appendices

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## Appendix A: Differences between Debate and Dialogue

<table>
<thead>
<tr>
<th>Debate</th>
<th>Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is oppositional: two sides oppose each other and attempt to prove each other wrong</td>
<td>Is collaborative: two or more sides work together towards common understanding</td>
</tr>
<tr>
<td>Has winning as the goal</td>
<td>Has finding common ground as the goal</td>
</tr>
<tr>
<td>Allows one side listen to the other side in order to find flaws and to counter its arguments</td>
<td>Allows one side to listen to the other side to understand</td>
</tr>
<tr>
<td>Defends assumptions as the truth</td>
<td>Reveals assumptions for reevaluation</td>
</tr>
<tr>
<td>Causes critique of the other position</td>
<td>Causes introspection of one's own position</td>
</tr>
<tr>
<td>Defends one's own positions as the best solution and excludes other solutions</td>
<td>Opens the possibility of reaching a better solution than any of the original solutions</td>
</tr>
<tr>
<td>Creates a closed-minded attitude, a determination to be right</td>
<td>Creates an open-minded attitude, an openness to being wrong, and an openness to change</td>
</tr>
<tr>
<td>Prompts a search for glaring differences</td>
<td>Prompts a search for basic agreements</td>
</tr>
<tr>
<td>Involves a countering of another’s position without focusing on feelings or relationship and often belittles or deprecates the other person</td>
<td>Is collaborative: two or more sides work together towards common understanding</td>
</tr>
</tbody>
</table>
### Appendix B: Community Profile Worksheet

1. **What is going on in our community that a dialogue on race would address?**

2. **What are the dialogue goals?**

3. **Who should participate in the dialogue? Is this a “come-one-come-all” dialogue, or should it be focused on community leaders?**

4. **What type of meeting(s) should we have?**
### Appendix C: Dialogue Evaluation Form

#### Program Name: [Name]

#### CRS Staff: [Name]

#### Date: [Date]

#### Location: [Location]

#### Your organization: [Organization Name]

---

We greatly appreciate receiving your feedback, and we will use your responses to help improve the program.

**Please rate how strongly you agree or disagree with each of the following statements by circling the corresponding number.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I understood the goals and expected outcomes for the program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The program created a safe environment that made it more comfortable for me to share my personal experiences, views, and opinions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The facilitator(s) effectively managed the process, promoted productive dialogue, and handled any tensions that arose.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. I gained a greater understanding of people with different personal experiences, views, or opinions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Participation helped to identify the issues that are important for the community to address.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Participation helped to develop and prioritize solutions to address important issues in the community. (If applicable)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. I feel motivated to stay engaged in addressing important community issues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. The program was a worthwhile use of my time.</td>
<td>1</td>
<td>2</td>
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**For the following questions, please write your comments in print and as legibly as possible.**

9. Which aspects of the program (e.g., activities, discussions) were valuable?

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10. How do you plan to implement what you learned during the program?

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11. What could improve the program? Please be specific.

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12. Do you have additional comments that you would like to share?

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*Thank you for your feedback!*
Appendix D: Sample Agenda of a Dialogue Session

The following is a sample agenda of a dialogue session. It’s based on a group size of 8-12 participants, guided by a facilitator using questions. In general, participants meet for 90-120 minutes at a time.

1. Introductions, roles, and goals. (10 minutes)
The session begins with a welcome from the facilitator, and then participants briefly introduce themselves. The facilitator explains their role as the impartial person who is responsible for guiding the discussion. The facilitator will also explain the goals of the session(s), the number of sessions planned, and any other relevant information.

2. Ground rules. (20 minutes)
Establishing ground rules is important to establishing the group's behavior and norms. The facilitator should start with a basic list and add any others the group wants to include. Other rules can be added to the list during future sessions, if needed. The list of ground rules should be posted where everyone can see it. The group should be sure to discuss how to handle conflict and disagreement, as well as the need for confidentiality.

3. Discussion (75 minutes)
The facilitator begins the session by asking the guiding questions that are applicable to the step in the dialogue process that is the focus of the current session. The heart of the discussion follows. It is important to structure the discussion so that it is focused on the issues, is grounded in concrete examples, and offers participants a chance to take action on the issues (especially during Steps 3 and 4). Dialogue participants may get frustrated if they feel the conversation is too abstract, too vague, or "going around in circles."

The facilitator will keep track of how the discussion is going. They will determine when it is time for a clarifying question or a summary of key points, keep all participants fully engaged and ensure that conversations are balanced. The facilitator should then ask the participants to summarize the most important results of their discussion and, in later sessions (especially in Step 4), consider what actions they will take individually or together. The facilitator should document this discussion on chart paper.

4. Wrap up and evaluation (15 minutes)
In the last 15 minutes, participants offer their thoughts on the experience. If meeting again, this is the time to look ahead to the next meeting. If this is the last dialogue, the facilitator should thank the participants and ask for any final thoughts for staying involved in the effort. Dialogue evaluations should be distributed and collected. The facilitator will share how the dialogue notes will be distributed to the participants and how follow-up will be conducted.
For more information please contact:

Community Relations Services
United States Department of Justice
145 N Street, NE, Suite SE.300 | Washington, DC 20530

www.justice.gov/crs

Phone: 202.305.2935
Email: askcrs@usdoj.gov
www.facebook.com/DOJCRS