

Building Support for Racial Justice and Equity Survey Insights

APRIL 2022

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Overview



This report outlines insights from a national opinion and message-testing survey about racial justice and equity in the United States.

The survey quantifies the evolving impact of ideas and language about racial justice and equity.

It was designed to:

- Learn how various audiences understand the words justice and equity: whether and how they understand them in social justice terms; what emotions and narratives they activate; and the relevance and importance of the concepts as they relate to race.
- Test the effects of messages about racial justice and equity in helping people understand the two concepts, believe they are important, and support policies and practices that advance them.
- Track people's evolving opinions about different racial identifiers.

Methodology

Hattaway Communications, in partnership with Lumina Foundation, conducted the nationally representative poll of 3,403 U.S. adults between January 24 and February 7, 2022. The sample included oversamples of self-identified Black, Hispanic or Latino, Asian Americans and Pacific Islanders, and Native American respondents to ensure each demographic had at least 375 respondents. It also measured for influencers and thought leaders, defined by their actions over the last 12 months.

The survey sample was weighted by race, education, and gender to align with their actual proportions in the population. Details about the sample are available in the appendix.

This report references shifts since a nationally representative survey of 3,099 Americans conducted between September 24 and October 14, 2019. It was also fielded by Hattaway Communications.

Note: Some charts may not add up to exactly 100% due to rounding.

How to Read This Report

In the survey, respondents were asked about their awareness of and attitudes about either racial equity or racial justice: Half of the respondents received a survey that asked about equity, and the other half answered an identical survey with questions about justice.

Throughout the report, responses about equity are denoted in **green**, and justice are in **blue**.

Executive Summary

More people are familiar with the concepts of racial justice and equity, but many still lack a clear and consistent understanding of what these concepts mean.

Since 2019, people have become slightly more familiar with the concept of racial equity. In 2022, more than half of respondents showed some understanding about equity when asked about their top-of-mind associations with the word, and 71% said they were familiar with racial equity specifically, compared to 64% in 2019. See *page 8*

A majority of people find issues of racial equity more important today than in 2019. While the number of people supportive of racial equity has not increased since 2019, 56% of people reported that issues of racial equity have become more important to them personally over the last two years. See *page 10*

Respondents lacked a clear and consistent definition of racial equity. Lumina Foundation defines racial equity as when life outcomes can no longer be predicted by race or ethnicity. While this defines equity by its outcomes, many respondents defined racial equity by concepts, such as opportunity, that are measured by access. See *page 12*

People were more familiar with the concept of racial justice. Respondents offered relatively consistent, straightforward, and tangible descriptions of justice when asked about their top-of-mind associations. Nearly all (9 in 10) offered a relevant definition, and 76% said they were familiar with racial justice specifically. See *page 13*

Despite differing awareness and attitudes about racial justice and equity, audiences generally used the same language. While champions (that is, audiences familiar with the concepts, and who believe they are very important) appeared to be more nuanced in their understanding of the concepts, most audiences defaulted to describing both justice and equity as equality or fairness. See *page 14*

More progressive language did not push audiences away—nor did it motivate them. The survey tested split samples of messages with more and less progressive language (e.g., structural racism and systemic discrimination versus policies, practices, and beliefs in our education systems). Overall, respondents slightly preferred the less progressive language. Champions (those who are both familiar with the concepts and believe they are important) did not show any significant preference. See *page 49-50*

People from non-white racial or ethnic groups tended to prefer certain identity labels. Since 2019, people expressed stronger preferences about the language used to describe the group to which they belonged. See *page 59*

Awareness of and Attitudes About Racial Justice and Equity

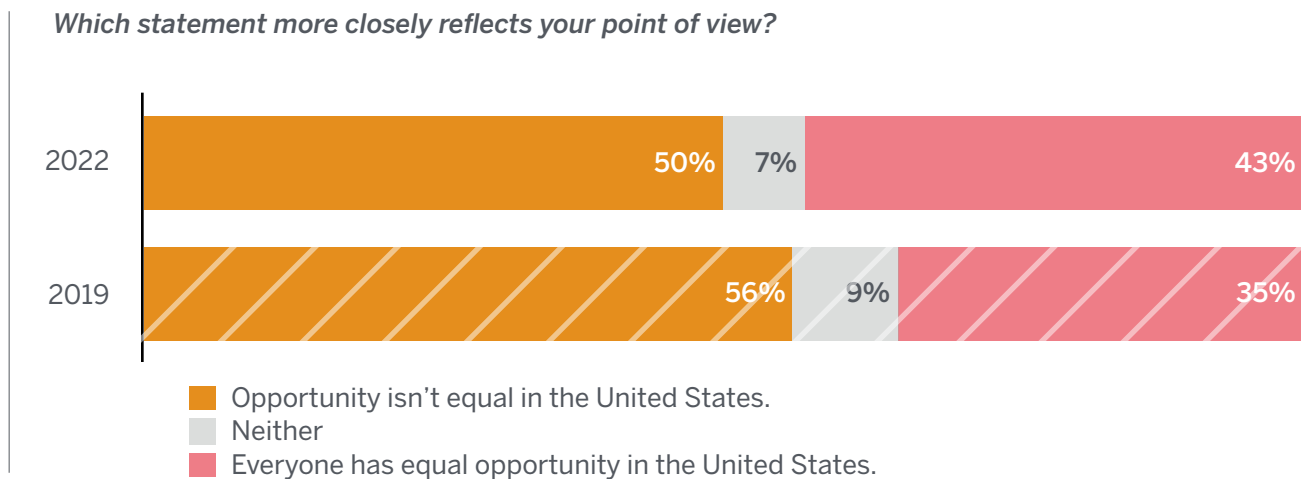


Current State and Notable Shifts

For people to support efforts to advance racial justice and equity, they need to understand what the terms mean and believe they are important. Since Lumina Foundation's 2019 survey, the concepts of racial justice and equity have permeated mainstream conversations about politics, health, education, and more. The survey sought to explore how much these cultural shifts have affected people's awareness of racial justice and equity and their attitudes toward these concepts. The insights that follow present how awareness of and attitudes about justice and equity have shifted—or not—over the past three years.

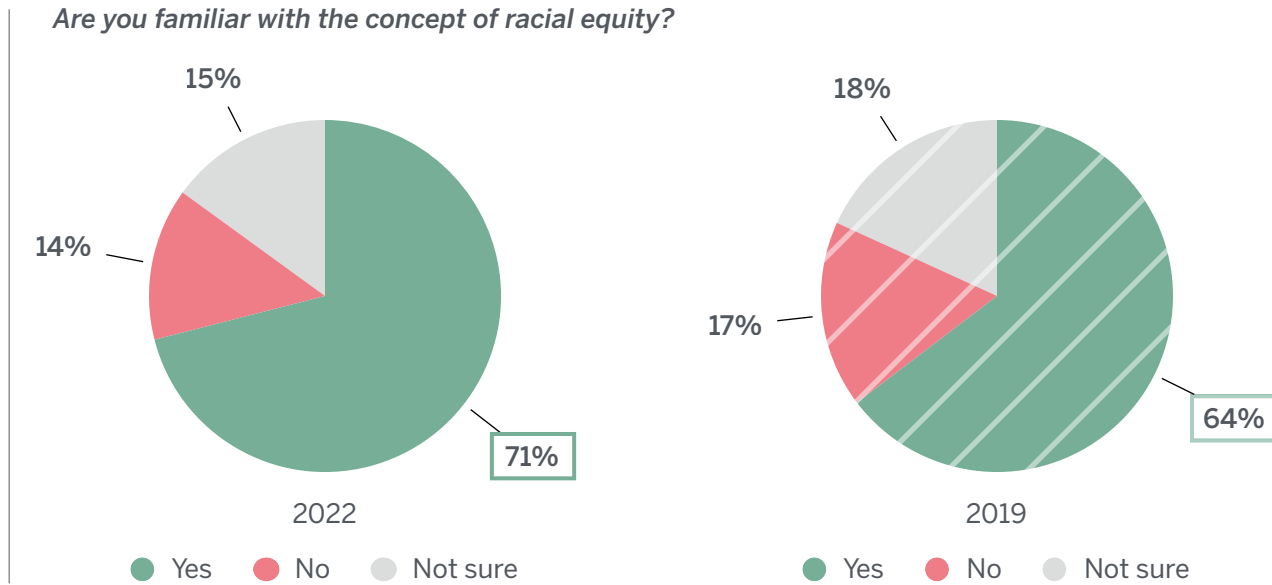
Respondents were split on whether or not opportunity is equal in the United States. Half (50%) said opportunity isn't equal, while 43% say it is.

To support racially equitable policies and practices, audiences must understand that not everyone in America has an equal opportunity to succeed. Since 2019, those who believe "Opportunity isn't equal in the United States" decreased by 6 percentage points. Those who believe "Everyone has equal opportunity in the United States" increased by 8 percentage points.



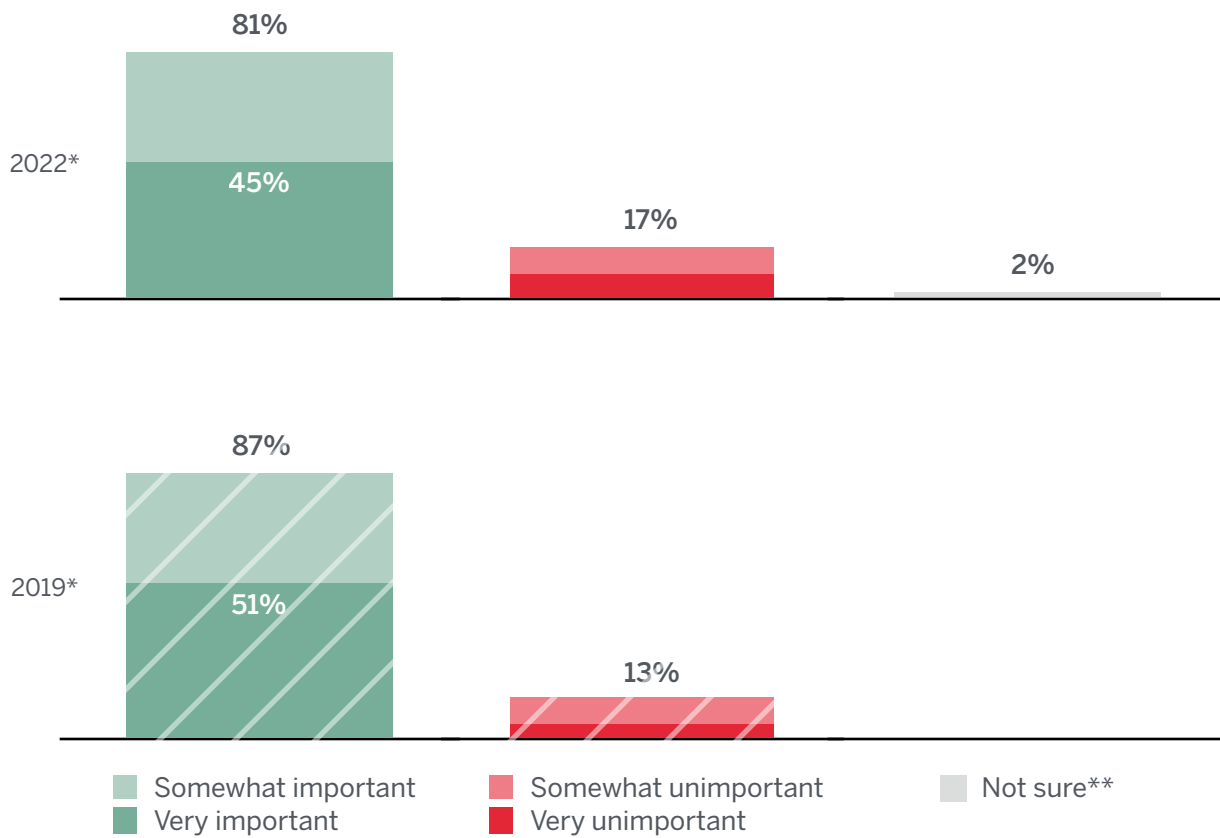
The number of people who said they were familiar with racial equity—and the number of people who said it was important—changed only slightly since 2019.

Since 2019, discussions of racial equity have become more prevalent, and yet only slightly more people report being familiar with it: 71% of people in the United States said they were familiar with the concept of racial equity, an increase of 7 percentage points since 2019.



The number of people who said that issues of racial equity are important to them decreased slightly—down 6 percentage points from 2019.

How important are issues of racial equity to you?

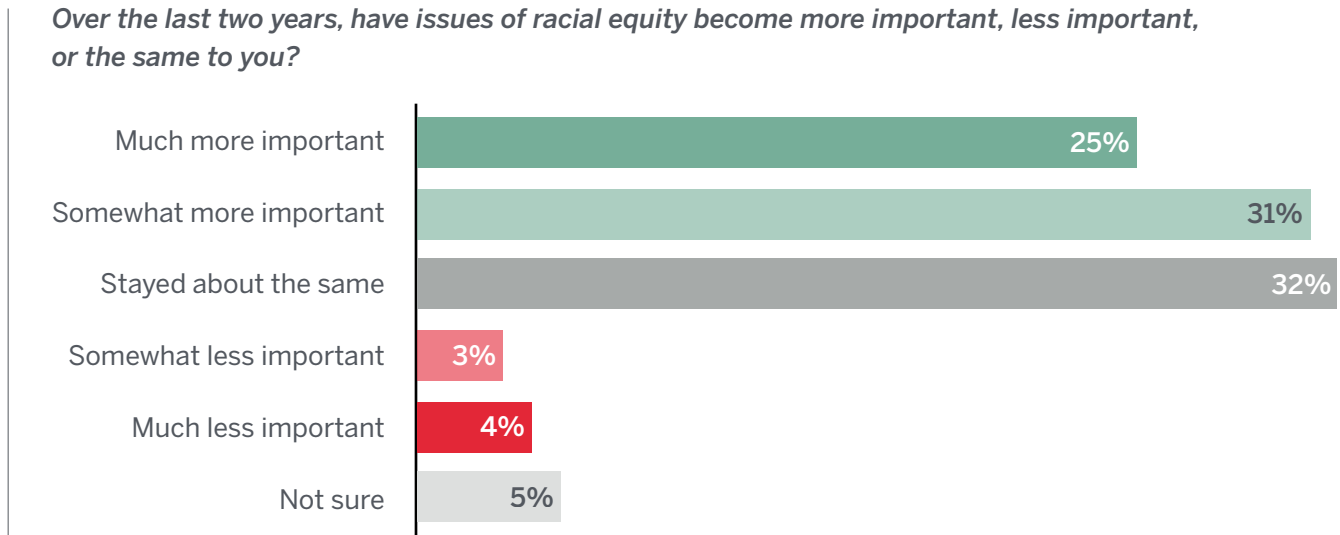


** of those who indicated they were familiar with equity*

***Not sure' was not given as an option in 2019*

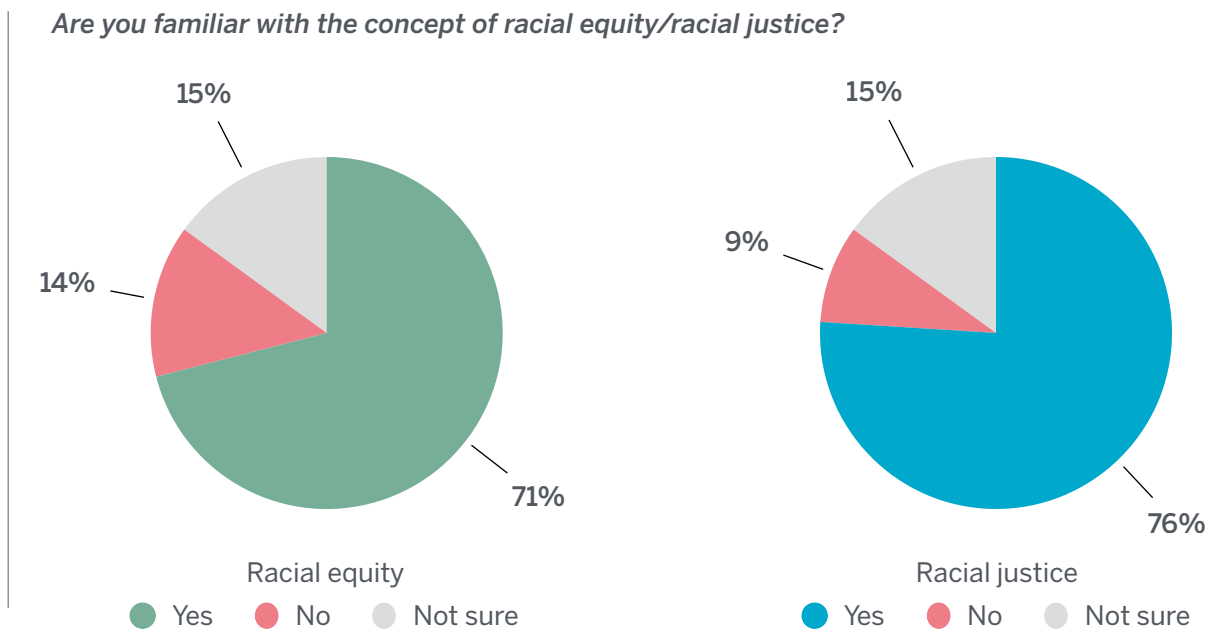
While the number of people aware and supportive of racial equity has not significantly increased since 2019, a majority of people reported that issues of racial equity have become more important to them personally over the last two years.

More than half (56%) reported that issues of racial equity have become more important to them.



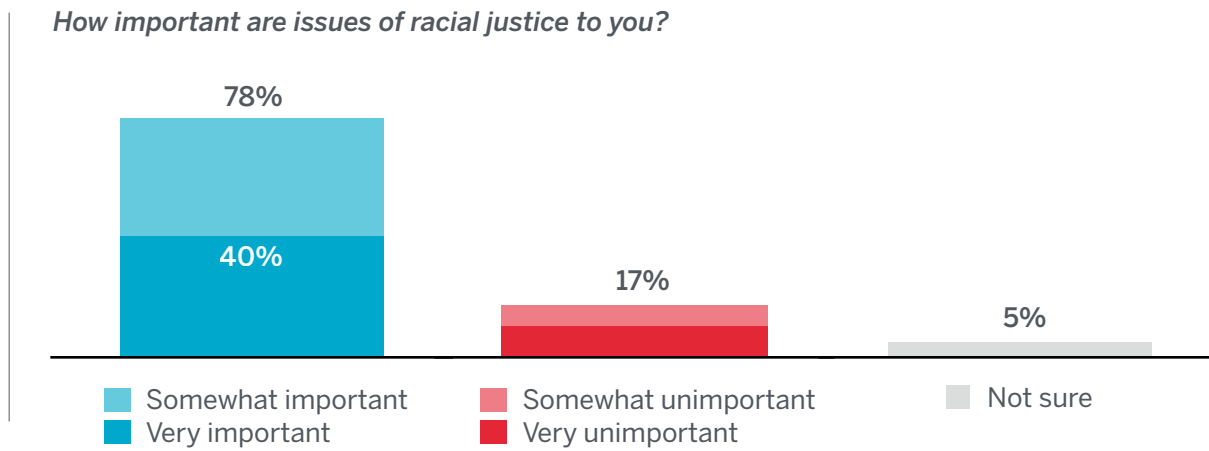
People were slightly more familiar with the concept of racial justice than racial equity, and were much more likely to share relevant associations with racial justice.

Seven in 10 (71%) said they were familiar with the concept of racial equity, while more than three-quarters (76%) of Americans said they were familiar with the concept of racial justice. When asked to provide top-of-mind associations with justice and equity, only 48% did so for equity; 92% gave a relevant word or phrase for justice (see pages 12-13).

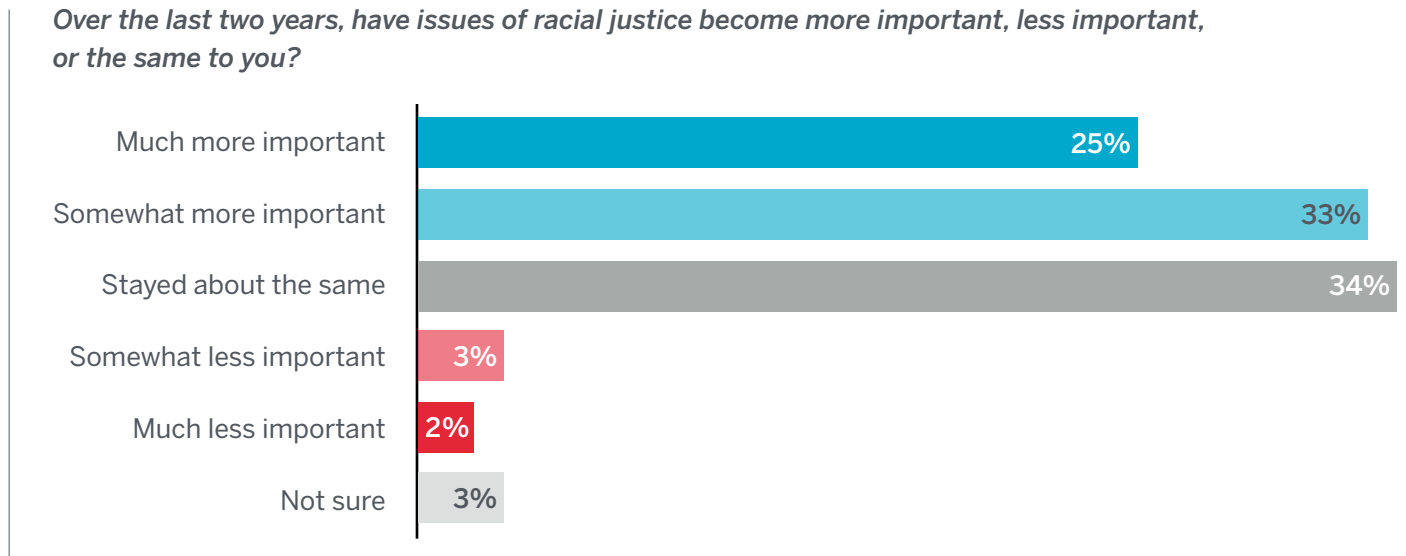


The survey found even stronger support for issues of racial justice: Nearly 8 in 10 people found issues of racial justice very or somewhat important—and more than half said issues of racial justice have become more important to them since 2019.*

Out of the 78% who found issues of racial justice at important, 40% felt the issues were very important.



More than half (58%) reported that issues of racial justice have become more important to them over the last two years.



**Data on justice reflect the attitudes of all respondents, while previous pages on equity marked with an asterisk only reflect the attitudes of respondents who noted they were familiar with the word equity. Refer to the Appendix for data on attitudes about equity for all respondents.*

Language

Measuring Potential Framing Effects

The first ideas you communicate in messaging frame how audiences will understand and feel about the issue. Those first words and phrases can activate related ideas in audiences' minds that can support your goals, or get in the way.

To understand what related concepts justice and equity triggered, respondents were asked to share top-of-mind ideas, language, and reactions related to these words before being introduced to any mention of race. Hand-coded responses reflected whether or not respondents roughly understood the concept—regardless of accurate or relevant associations.

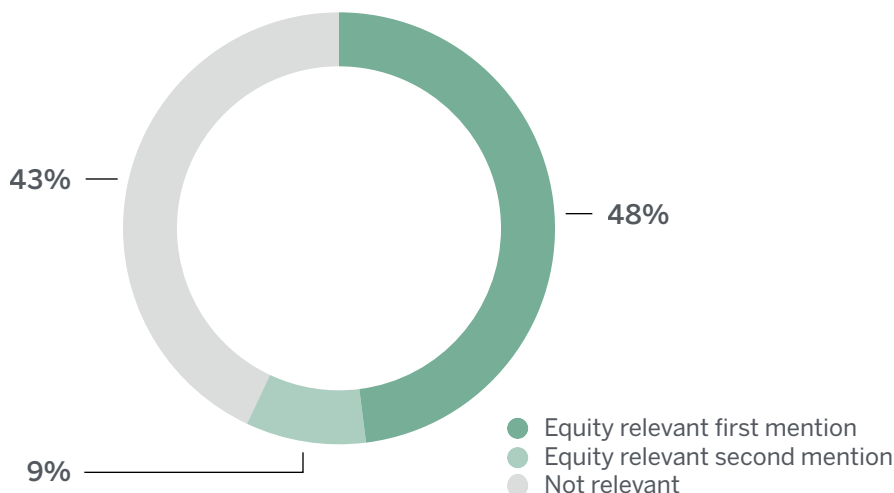
Top-of-Mind Awareness and Concepts: Equity

A majority of respondents were familiar with the concept of equity as it applies to the equal treatment of others. Still, 43% provided no relevant understanding of the issue, even when given the opportunity to offer two different responses. The responses that were coded as not relevant were largely about money or nonresponses, such as, "I don't know," or "not sure."

More people provided relevant definitions in 2022 than in the 2019 survey. In 2019, 52% gave a relevant answer at least once, compared to 57% in 2022. In 2019, 41% gave a relevant answer the first time they were asked; in 2022, it increased to 48%.

Key themes included equality, fairness, treating people the same or equal, equal opportunity, equal rights, and the idea of evenness, balance, or impartiality. Many brought up generally pro-social words and ideas, like unity and togetherness. There were relatively few mentions of race or gender and very few mentions of education.

What comes to mind when you think about the word "equity"?
What other concepts come to mind when you think about the word "equity"?



EXAMPLES OF RELEVANT WORDS

Relevant:

- Fairness
- Equal
- Same for all

Not relevant:

- Money
- House
- Asset

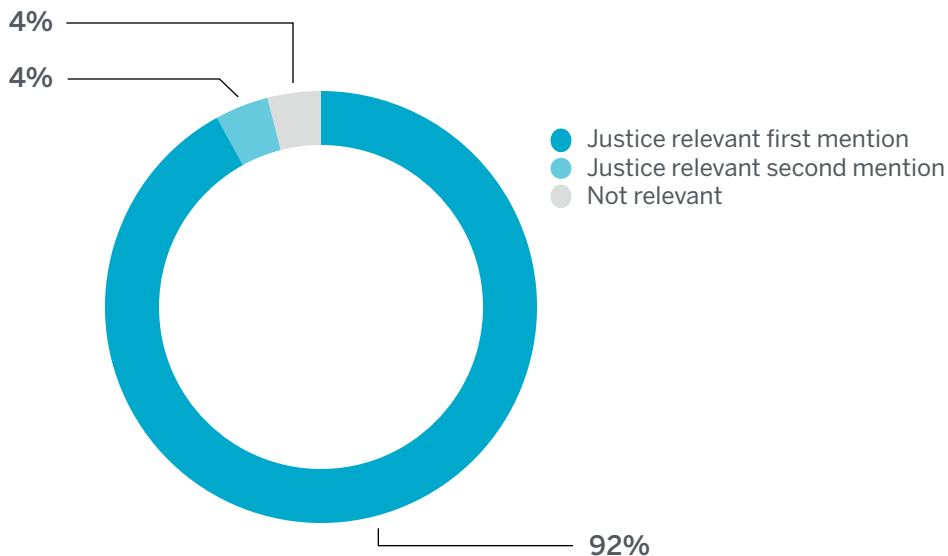
Top-of-Mind Awareness and Concepts: Justice

Respondents were largely familiar with the concept of justice. Nearly all respondents provided a relevant response on the first ask. Responses related to the justice system (e.g., courts, law, police) were counted as relevant because they point to an understanding of the ways in which justice is tied to the justice system and policy actions or outcomes. Those that were coded as not relevant were largely nonanswers, like “I don’t know” or “not sure.”

Key themes for justice also included fairness and equality, along with components of the justice system, like police, courts, and laws. There was a strong association with someone getting what they deserve or being held accountable. There were more explicit mentions of race compared to equity (though still not many), with even fewer mentions of education.

What comes to mind when you think about the word “justice”?

What other concepts come to mind when you think about the word “justice”?



EXAMPLES OF RELEVANT WORDS

Relevant:

- Rights
- Freedom
- Court

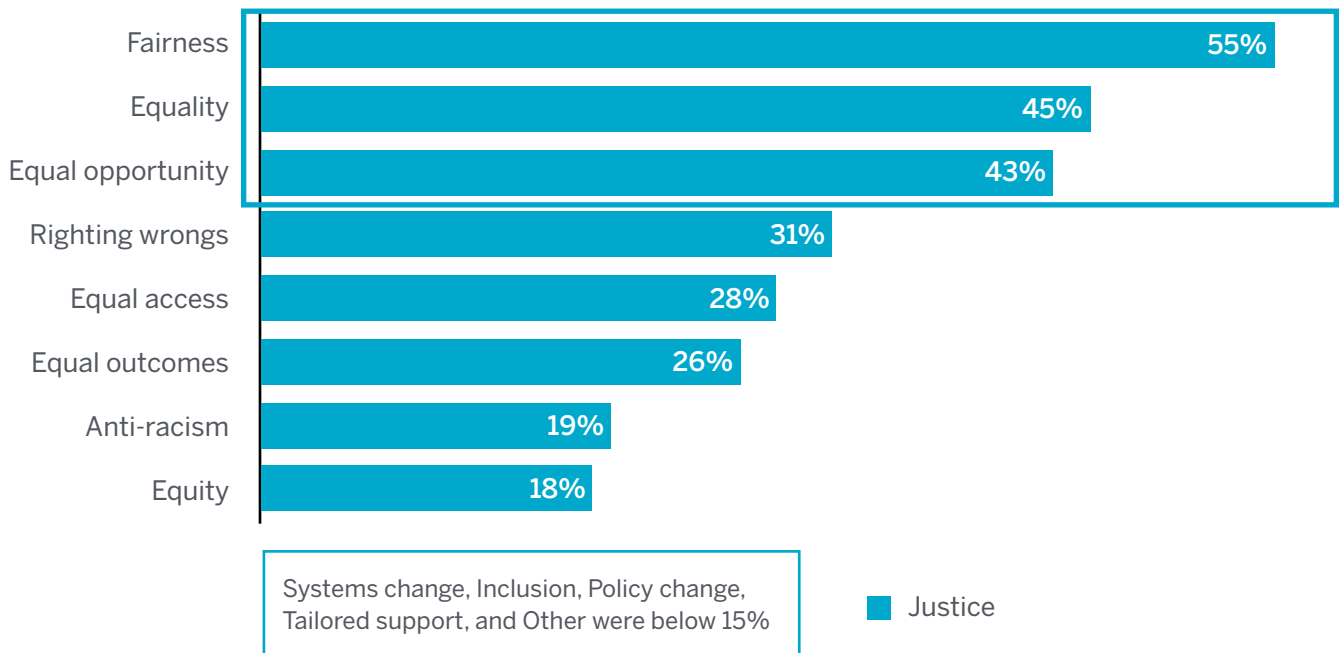
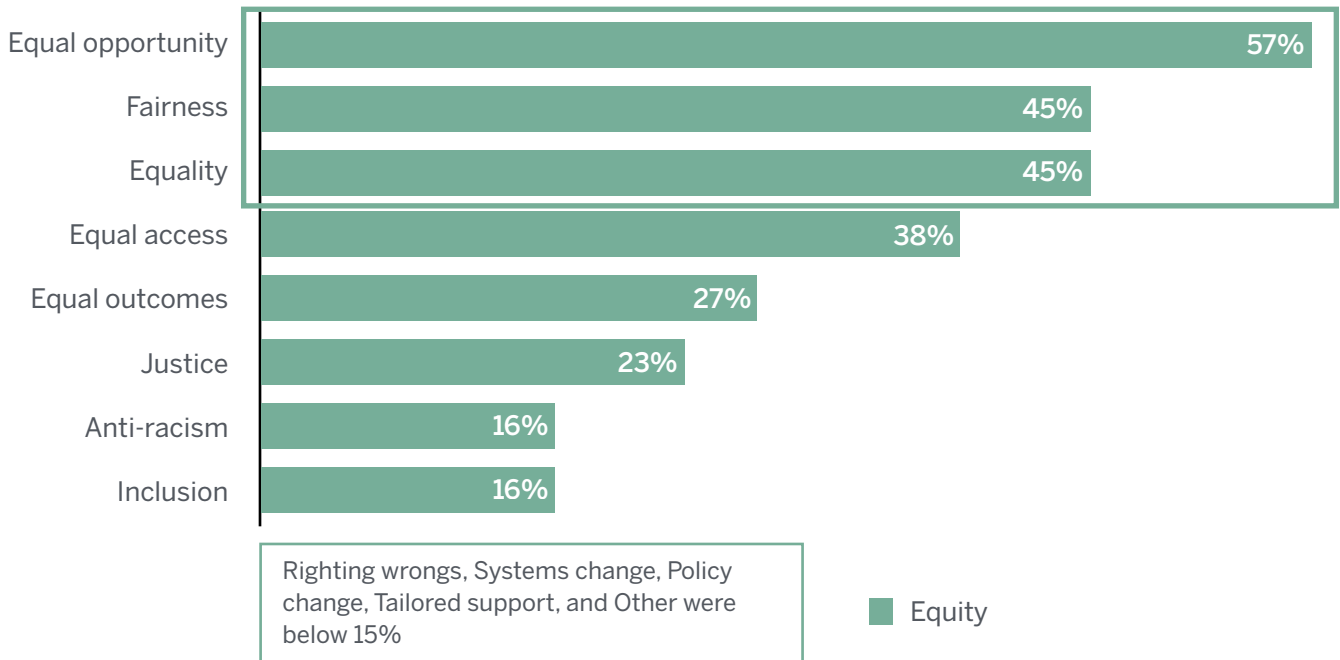
Not relevant:

- Winner
- Hero
- Justice League

Relationship Between Justice and Equity

Respondents largely connected justice and equity with similar concepts, such as equality and fairness, and saw them as part of the same family of ideas. When given a list of words that could be used to define racial equity or racial justice, the top-three associated words and phrases were fairness, equality, and equal opportunity. Respondents were more likely to define justice as fairness, and equity as equal opportunity.

What three words or phrases come closest to how you define “justice” or “equity”?



Audiences by Mindset



Introduction to Audience Mindsets

The survey revealed consistent trends among groups with similar awareness and attitudes about racial justice and equity. The audience profiles that follow offer a deeper understanding of their mindsets toward racial justice and equity, the language they use, and their willingness to support policies and practices that make opportunity real for all.

	Low Openness Issues of racial equity or racial justice are not very important	High Openness Issues of racial equity or racial justice are important
High Awareness Familiar with the concepts of racial equity or racial justice	 <p>Informed Skeptics (34%) Familiar with concepts of racial equity or racial justice Issues of racial equity or racial justice are somewhat important, somewhat unimportant, or not sure</p>	 <p>Frontline Activists (34%) Familiar with concepts of racial equity or racial justice Issues of racial equity or racial justice are very important</p>
Low Awareness Not familiar with the concepts of racial equity or racial justice, or unsure	 <p>Uninformed Skeptics (8%) Not familiar with or unsure about concepts of racial equity or racial justice Issues of racial equity or racial justice are somewhat unimportant or not sure</p>	 <p>Budding Activists (16%) Not familiar with or unsure about concepts of racial equity or racial justice Issues of racial equity or racial justice are somewhat or very important</p>



A fifth group emerged from the data, which this report identifies as **Unsupportive (8%)**: People who may or may not be aware of racial equity or racial justice, but shared that issues of racial equity or justice are very unimportant.

Profile: Frontline Activists

34% or around 88 million Americans

- Familiar with concepts of racial equity or racial justice
- Issues of racial equity or racial justice were very important



Overview

Frontline Activists are champions of advancing racial justice and equity.

Issues of racial justice and equity were top of mind for nearly all Frontline Activists. This highly aware group was also geared toward learning and evolving: Three in 4 said they've become more familiar with issues of racial justice and equity over the last two years, and even more said the issues have become more important.

Two-thirds agreed that opportunity isn't equal in the United States—and most strongly agreed.

This group was more likely to think about equity as it applies to the experiences and treatment of people of different races and ethnicities in America. They were the most likely to explicitly mention race or racism compared to other audiences when asked, "What comes to mind when you think about the word equity?" They were also the only group to mention Black Lives Matter in relation to equity. Like other groups, many defined equity as equal opportunity but were more likely to use language such as justice or anti-racism.

They agreed with definitions about racial justice and equity geared toward outcomes—though they were more likely to strongly align with the stated definition of racial justice.

Communicating with Frontline Activists

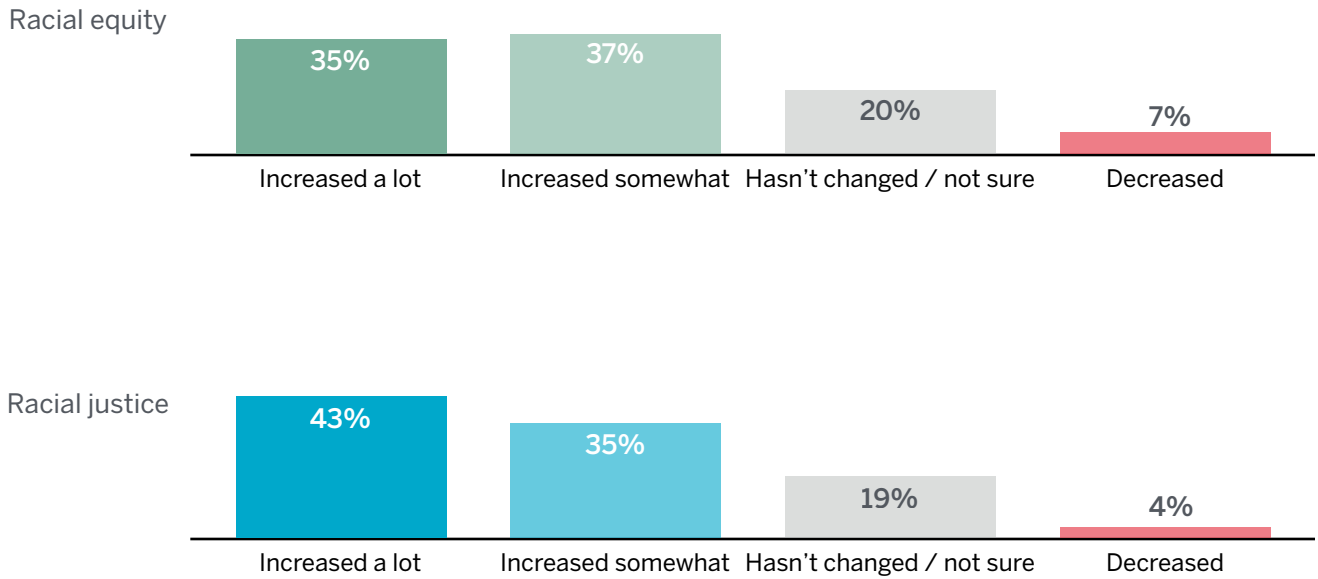
Frontline Activists are allies and fellow champions in racial justice and equity work. They are confident communicators who want to learn, grow, and bring others along with them.

They can pave the way for more equitable policies and practices by raising issues, questions, and pushing for inclusive, forward-looking language.

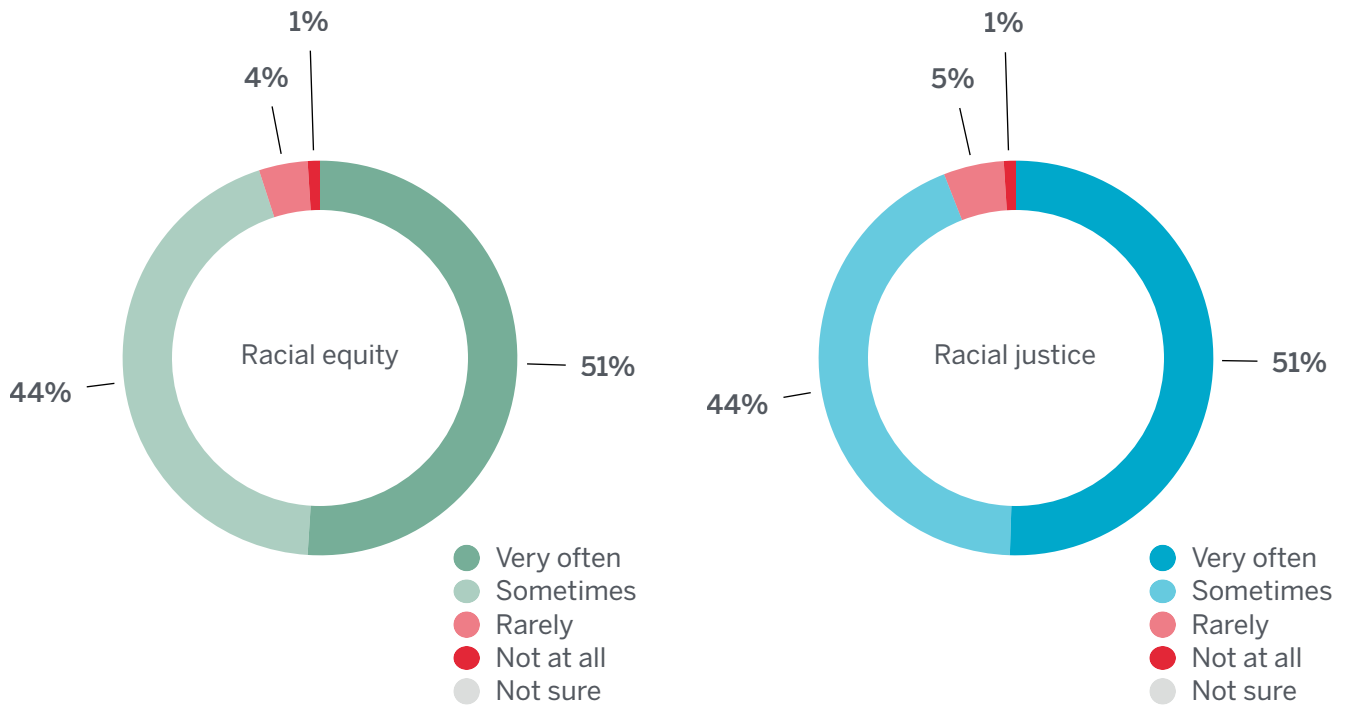
Their definitions of racial justice and equity are nuanced, so these terms may mean different things to Frontline Activists. Be clear and explicit about what racial equity and racial justice are, and point out the systems that need to change.



Over the last two years, how has your familiarity with issues of racial equity/racial justice changed?



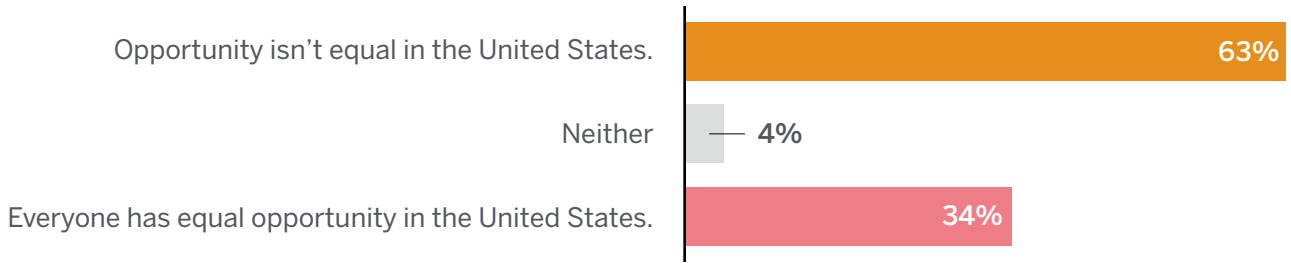
How often do you think about issues of racial equity/racial justice?



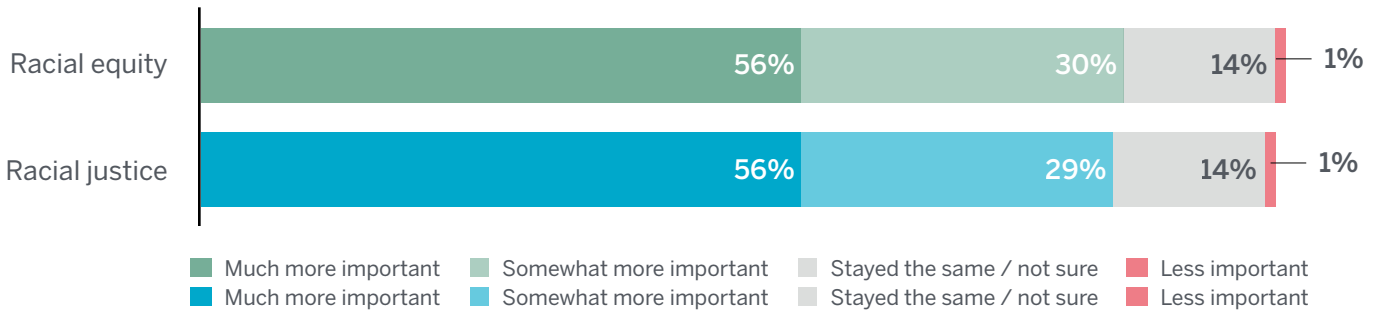
Attitudes: Frontline Activists



Which statement more closely reflects your point of view?

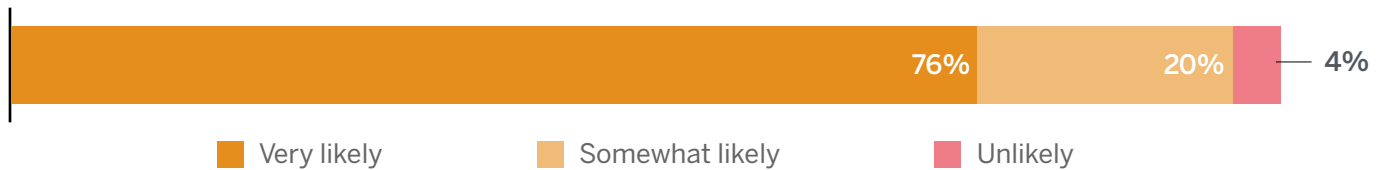


Over the last two years, have issues of racial equity/racial justice become more important, less important, or the same to you?

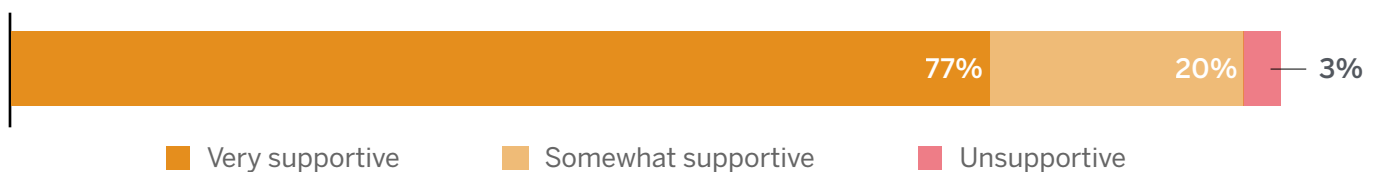


Action: Frontline Activists

How likely would you be to support an organization that is committed to making opportunities for learning beyond high school available to all?

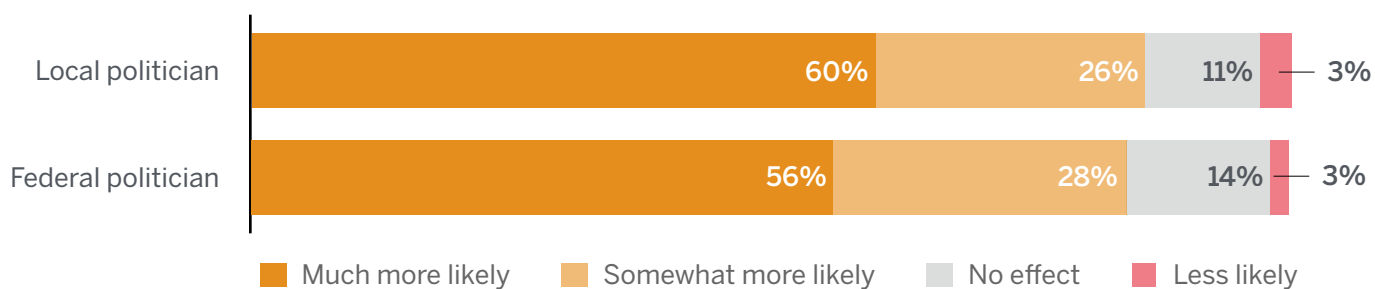


How supportive are you of implementing new policies that make opportunities for learning beyond high school available to all?





If a local politician/federal politician supported policies and programs that made more opportunities for learning beyond high school available to all, would you be more or less likely to vote for them, or would it have no effect on your vote?



Demographics: Frontline Activists

Frontline Activists are more likely to be:



Black Americans



Thought leaders/
Influencers



Democrats/Liberals



Young people
(ages 18–34)



Parents



Urban



College graduates

Profile: Budding Activists

16% or around 41 million Americans

- Not familiar with or unsure about concepts of racial equity or racial justice
- Issues of racial equity or racial justice were somewhat or very important



Overview

Budding Activists feel that issues of racial justice and equity are important, but they aren't confident in their knowledge about these concepts.

Many people within this group were hesitant to say that they were familiar or unfamiliar with racial equity or justice. When asked about their familiarity with racial equity, more than half (57%) said they weren't sure. Around two-thirds (67%) expressed the same uncertainty when asked about their familiarity with racial justice.

Despite their reservations to say they were familiar with the terms, Budding Activists knew they should think and care about issues of racial justice and equity. More than two-thirds of Budding Activists noted they thought about issues of racial justice and equity at least sometimes, and found these issues to be at least somewhat important. Also, two-thirds found that equity issues became more important over the last two years, and half found issues of racial justice more important.

When asked about opportunity in the United States, more than half agreed that opportunity isn't equal. They also supported definitions of racial justice and equity that orient toward outcomes.

Communicating with Budding Activists

Budding Activists care about issues of racial justice and equity in theory, but they need to clearly see what it means and looks like in practice. Because they were more likely to be unfamiliar with the definitions of racial justice and equity, they might be turned off by content that begins with those terms. Instead, it's important to craft communications using language they understand—such as equal opportunity, fairness, and equal outcomes—and help them feel confident talking about racial justice and equity in their own authentic way.

In communications, include specific, straightforward examples that define racial justice and equity. Tell stories that paint a picture of what racial justice and equity look like in people's lives—and show them when and where racial justice and equity are achieved.



Equity

What comes to mind when you think about the word “equity”?



What THREE words or phrases come closest to how you define “equity”?



More likely than others to define “equity” as:



“Racial equity is when life outcomes can no longer be predicted by race or ethnicity.”





What comes to mind when you think about the word “justice”?



What THREE words or phrases come closest to how you define “justice”?



More likely than others to define “justice” as:

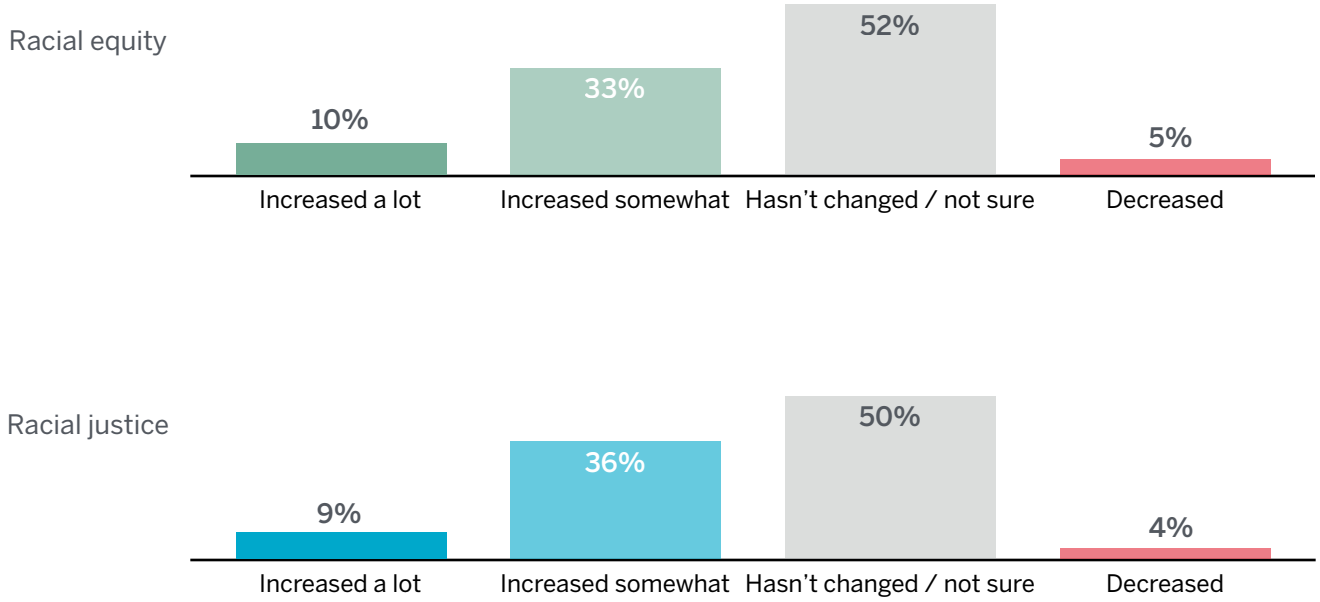


“Racial justice is when policies, practices, systems, and other causes of unjust outcomes for people of color are eliminated.”

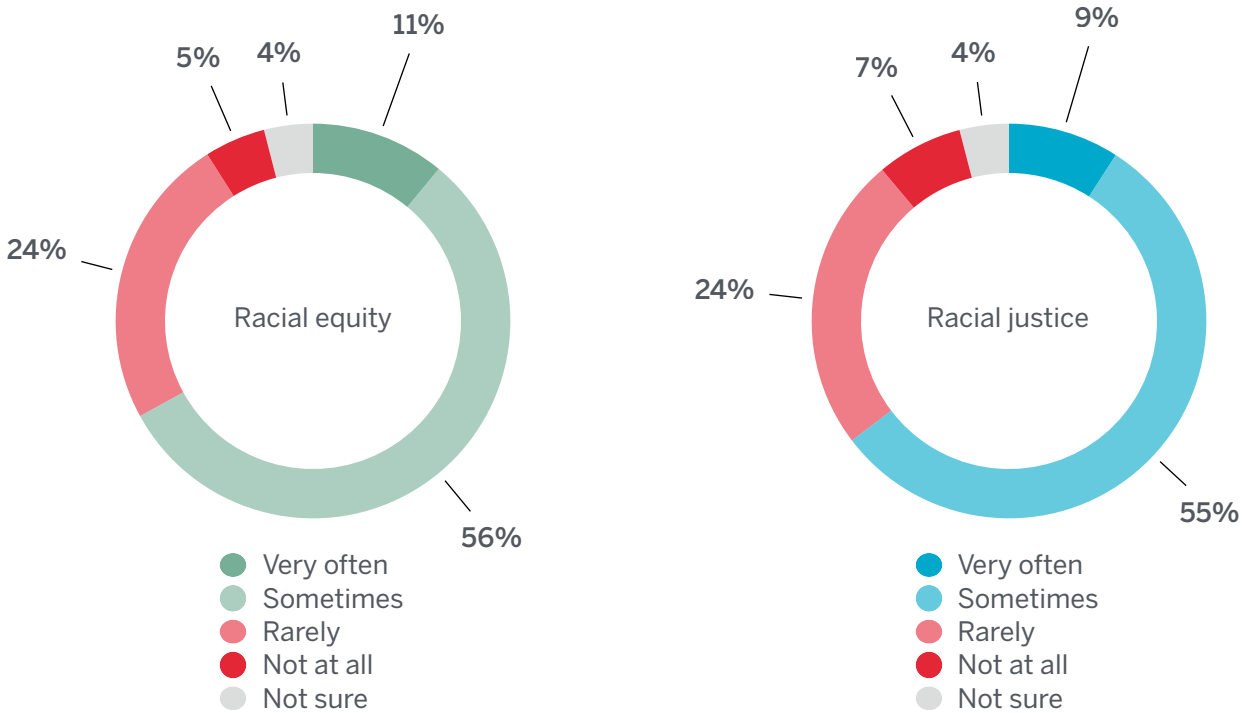




Over the last two years, how has your familiarity with issues of racial equity/racial justice changed?



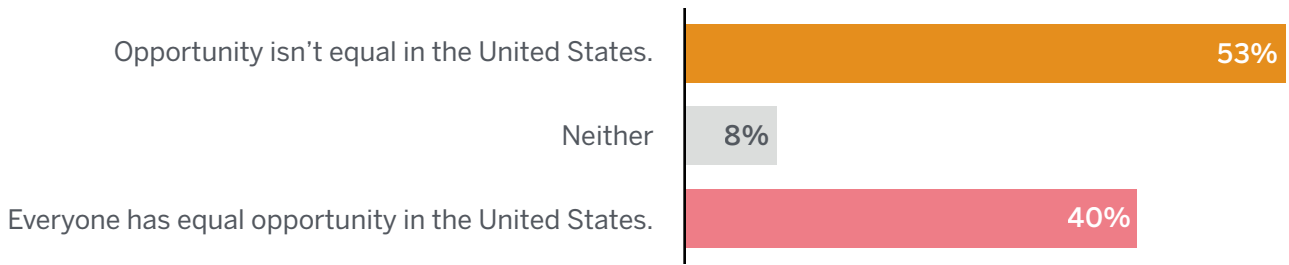
How often do you think about issues of racial equity/racial justice?



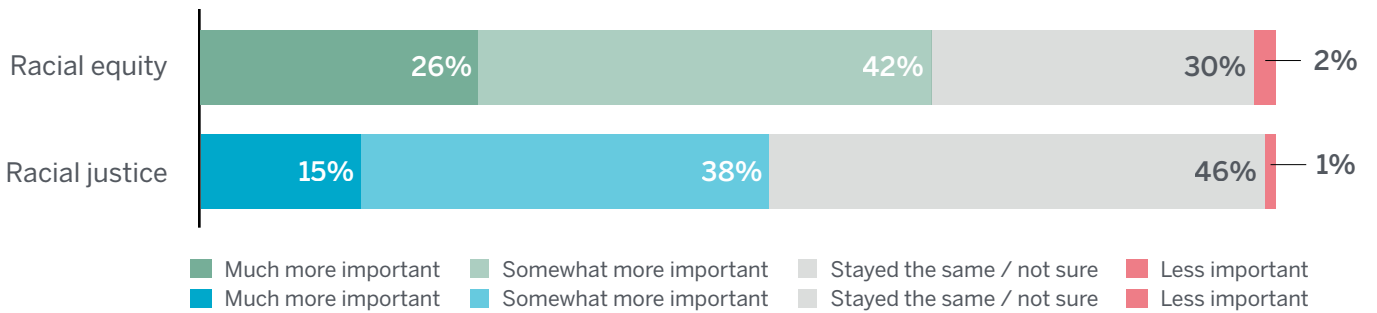
Attitudes: Budding Activists



Which statement more closely reflects your point of view?

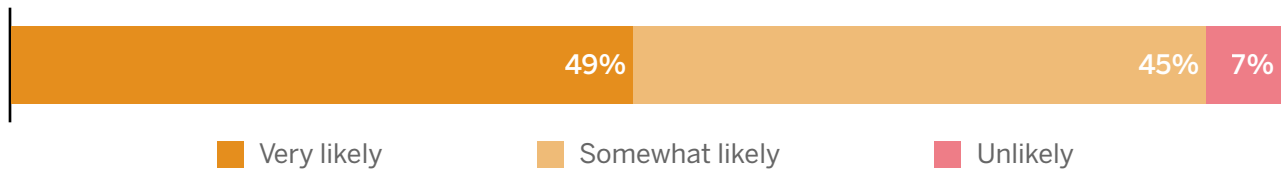


Over the last two years, have issues of racial equity/racial justice become more important, less important, or the same to you?

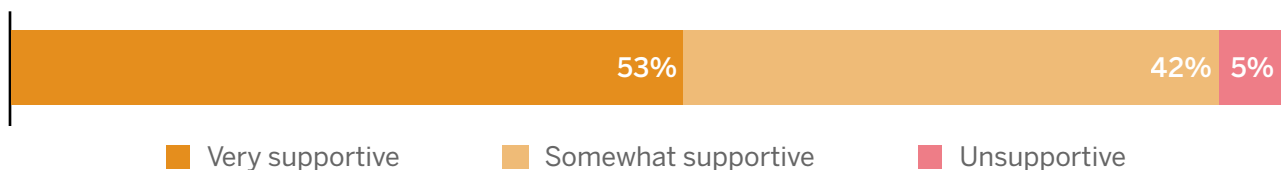


Action: Budding Activists

How likely would you be to support an organization that is committed to making opportunities for learning beyond high school available to all?

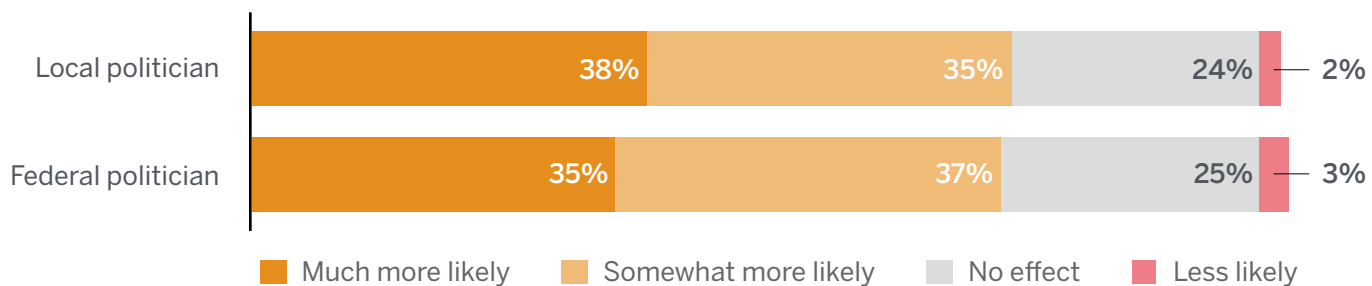


How supportive are you of implementing new policies that make opportunities for learning beyond high school available to all?





If a local politician/federal politician supported policies and programs that made more opportunities for learning beyond high school available to all, would you be more or less likely to vote for them, or would it have no effect on your vote?



Demographics: Budding Activists

Budding Activists are more likely to be:



Not registered to vote



Native Americans



High school or less



Lower income (Less than \$50k)



Independent/Moderate

Profile: Informed Skeptics

34% or around 88 million Americans



- Familiar with concepts of racial equity or racial justice
- Issues of racial equity or racial justice were somewhat important, somewhat unimportant, or not sure

Overview

Informed Skeptics are confident in their understanding of what racial justice and equity mean, but currently see them as buzzwords.

Informed Skeptics were familiar with issues of racial justice and equity, but most believed they are only somewhat important, or even somewhat unimportant. They thought about these issues sometimes or rarely.

A majority of Informed Skeptics became at least somewhat more familiar with issues of racial equity and justice over the last two years. These issues also became more important for nearly half of this group, but stayed the same for the rest.

Half agreed that opportunity isn't equal in the U.S.—but they didn't feel as strongly about it as other groups.

They were open to, but not in strong agreement with, definitions of racial justice and equity that orient toward outcomes. Similar to other audiences, they were likely to define justice and equity as fairness or equality. However, they were more likely than Budding Activists and Uninformed Skeptics to mention race or racism when asked what comes to mind when they think about the words equity or justice.

Communicating with Informed Skeptics

Informed Skeptics have a foundational understanding of racial justice and equity issues, but the themes were not as likely to be top of mind, and they didn't have strong feelings about them.

Communications need to elevate the importance of these issues by helping Informed Skeptics understand how issues of racial justice and equity are relevant to their own lives, values, and aspirations. Communicate the values they understand, such as equality and fairness, when talking about racial justice and equity—and highlight the shared benefits of achieving racial justice and equity.



Equity

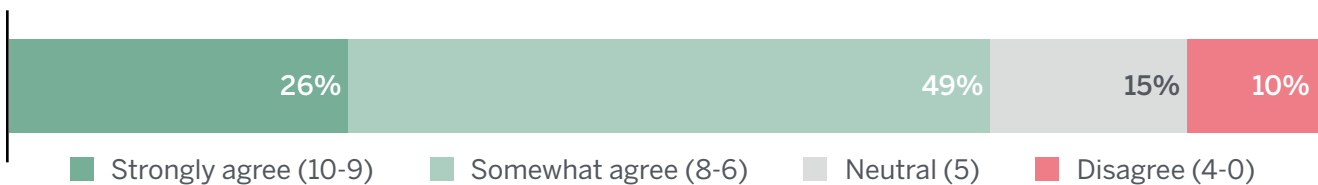
What comes to mind when you think about the word “equity”?



What THREE words or phrases come closest to how you define “equity”?



“Racial equity is when life outcomes can no longer be predicted by race or ethnicity.”





What comes to mind when you think about the word "justice"?



What THREE words or phrases come closest to how you define "justice"?



More likely than others to define "justice" as:

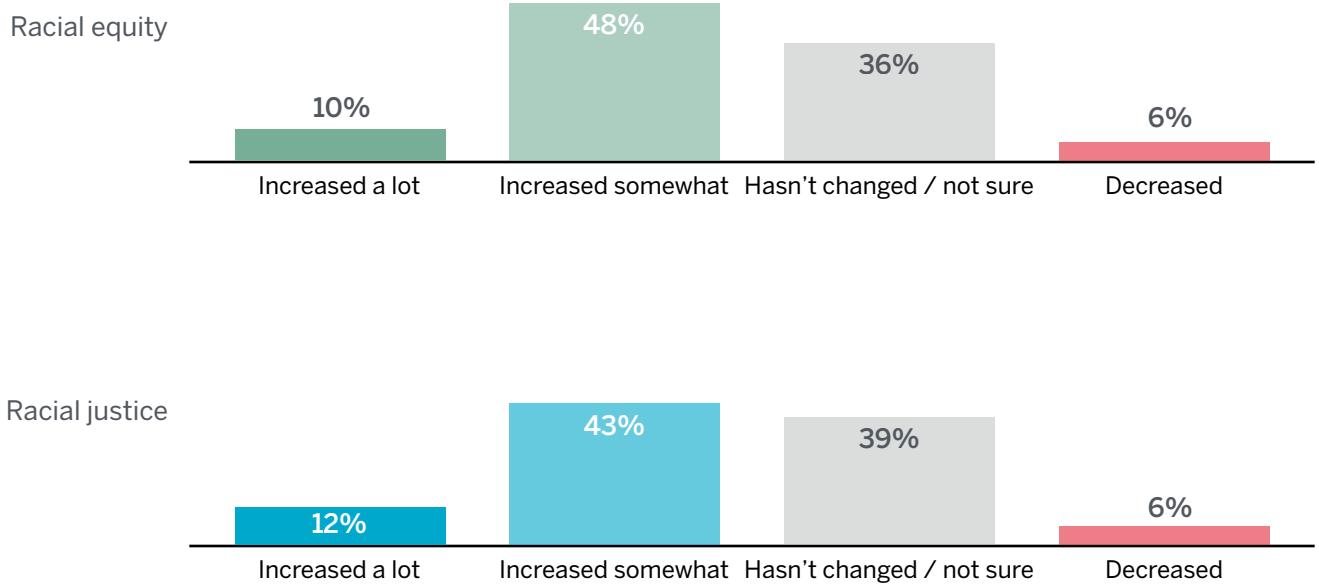


"Racial justice is when policies, practices, systems, and other causes of unjust outcomes for people of color are eliminated."

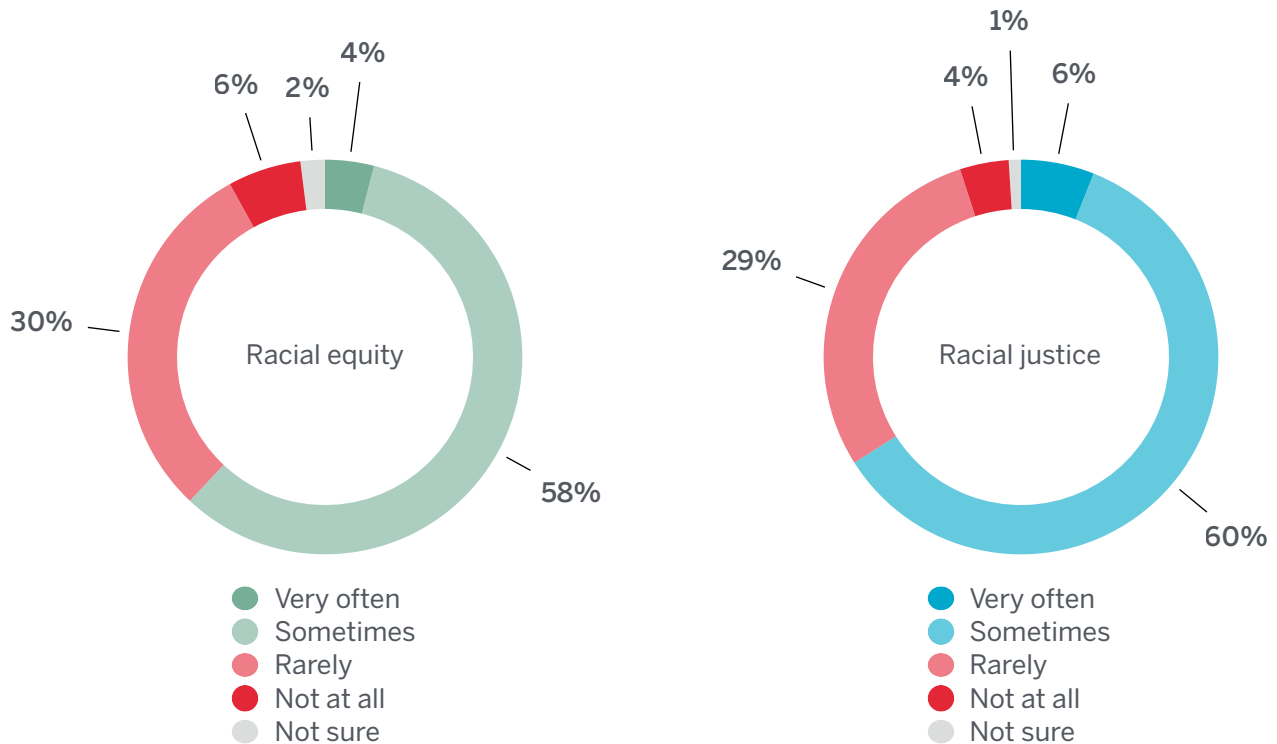




Over the last two years, how has your familiarity with issues of racial equity/racial justice changed?

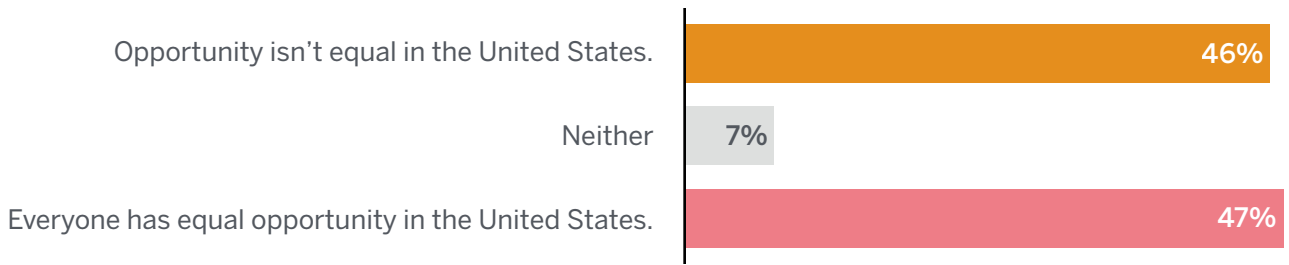


How often do you think about issues of racial equity/racial justice?

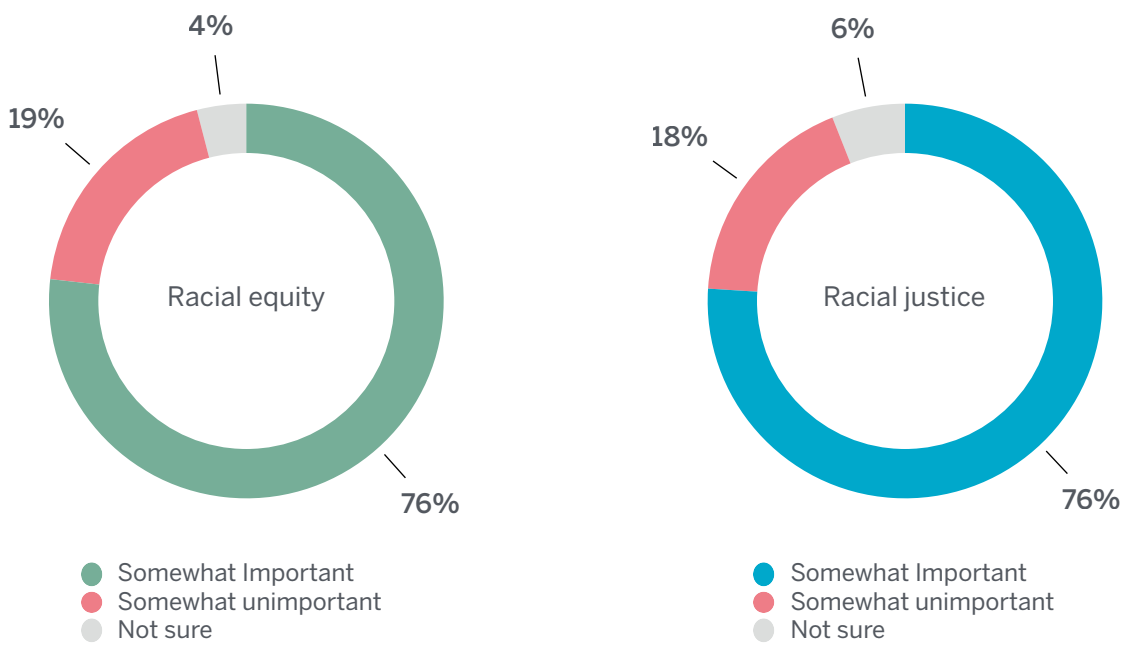




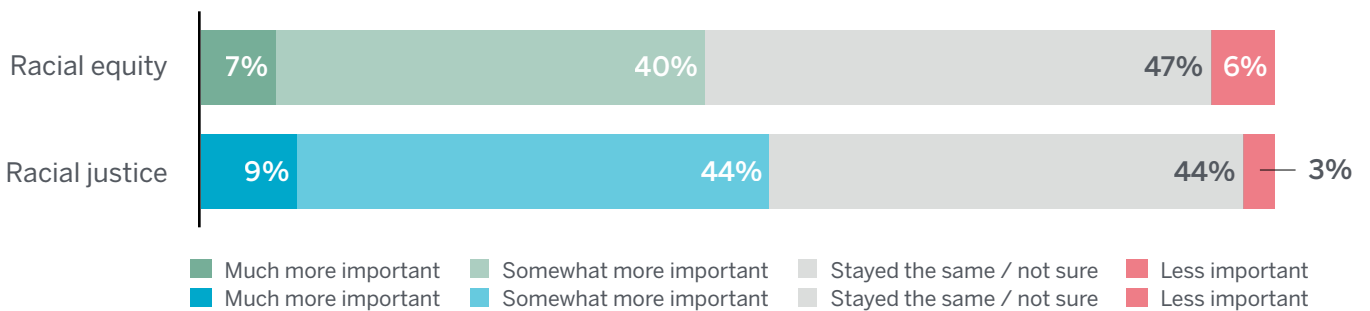
Which statement more closely reflects your point of view?



How important are issues of racial equity/racial justice to you?



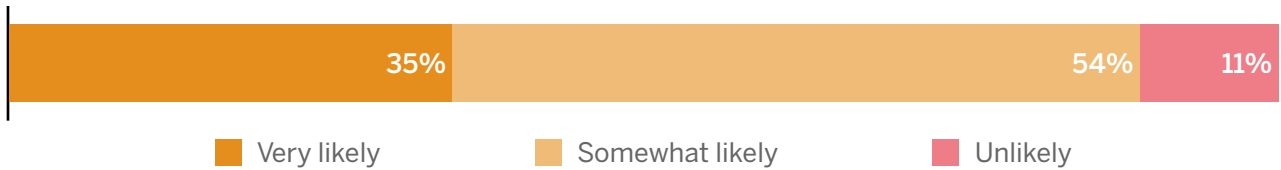
Over the last two years, have issues of racial equity/racial justice become more important, less important, or the same to you?



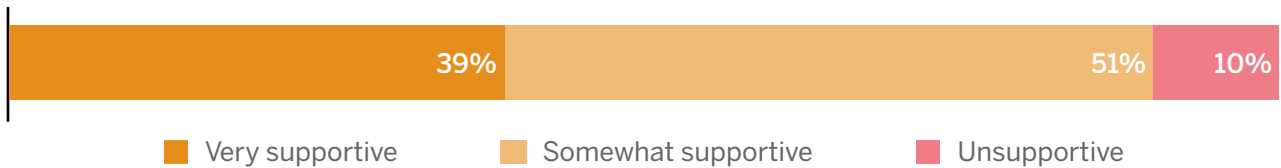
Action: Informed Skeptics



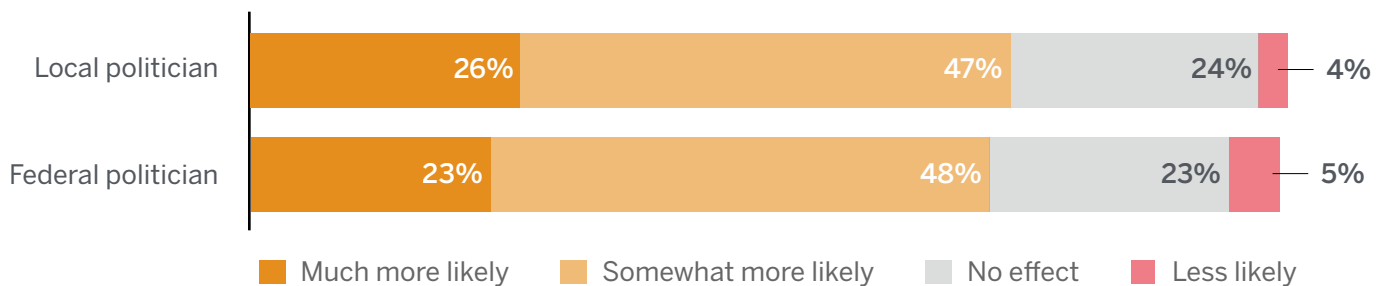
How likely would you be to support an organization that is committed to making opportunities for learning beyond high school available to all?



How supportive are you of implementing new policies that make opportunities for learning beyond high school available to all?

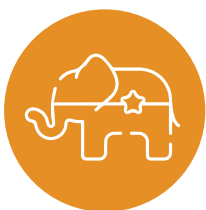


If a local politician/federal politician supported policies and programs that made more opportunities for learning beyond high school available to all, would you be more or less likely to vote for them, or would it have no effect on your vote?



Demographics: Informed Skeptics

Informed Skeptics are more likely to be:



Republican/
Conservative



White



Middle income
(\$50k-\$100k)



Men

Profile: Uninformed Skeptics

8% or around 21 million Americans



- Not familiar with or unsure about concepts of racial equity or racial justice
- Issues of racial equity or racial justice were somewhat unimportant or not sure

Overview

Uninformed Skeptics are uncertain, have low engagement with, or ambivalence about issues of racial justice and equity.

Issues of racial justice and equity were not top of mind for Uninformed Skeptics. Most Uninformed Skeptics had not become more familiar with issues of racial equity or justice over the last two years: Only 15% said their awareness of racial equity increased, and 21% said the same about racial justice.

Uninformed Skeptics were also ambivalent about opportunity in the United States. More than half (51%) of them believe that “Everyone has equal opportunity in the United States” and nearly one-in-five (19%) said they didn’t know.

Communicating with Uninformed Skeptics

Uninformed Skeptics need to learn why racial justice and equity are imperative to achieving a world where opportunity—and outcomes—are equal for all. They believe in the shared value of opportunity, but they need examples of how injustice and inequity create unequal opportunities for many people.



Equity

What comes to mind when you think about the word “equity”?



What THREE words or phrases come closest to how you define “equity”?



More likely than others to define “equity” as:



“Racial equity is when life outcomes can no longer be predicted by race or ethnicity.”





What comes to mind when you think about the word “justice”?



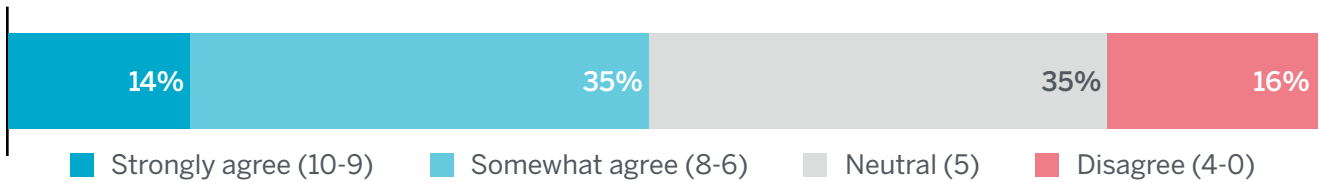
What THREE words or phrases come closest to how you define “justice”? Top responses



More likely than others to define “justice” as:

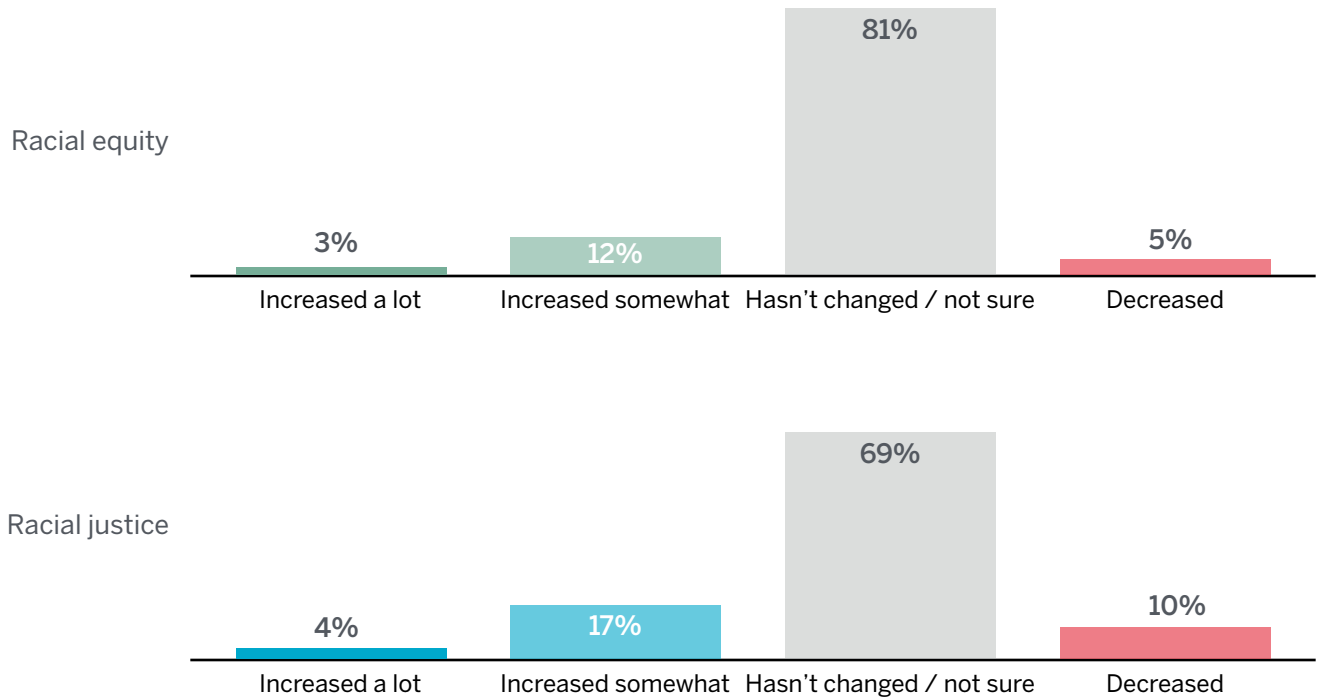


“Racial justice is when policies, practices, systems, and other causes of unjust outcomes for people of color are eliminated.”

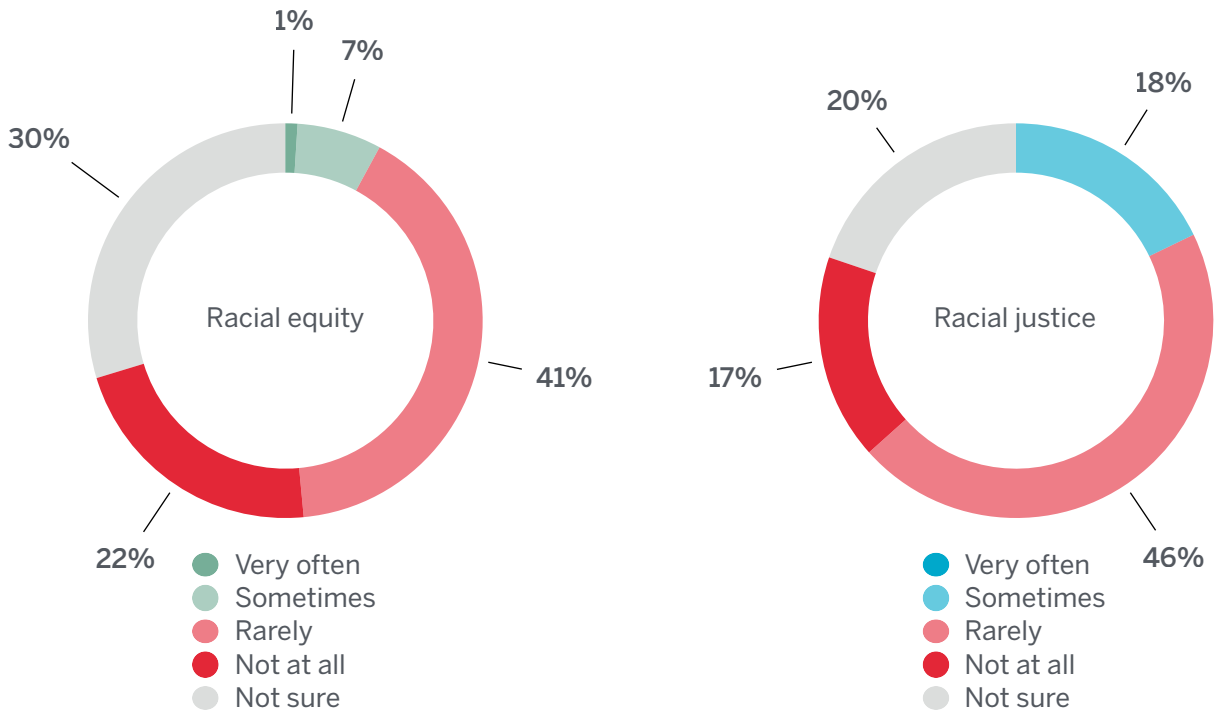




Over the last two years, how has your familiarity with issues of racial equity/racial justice changed?

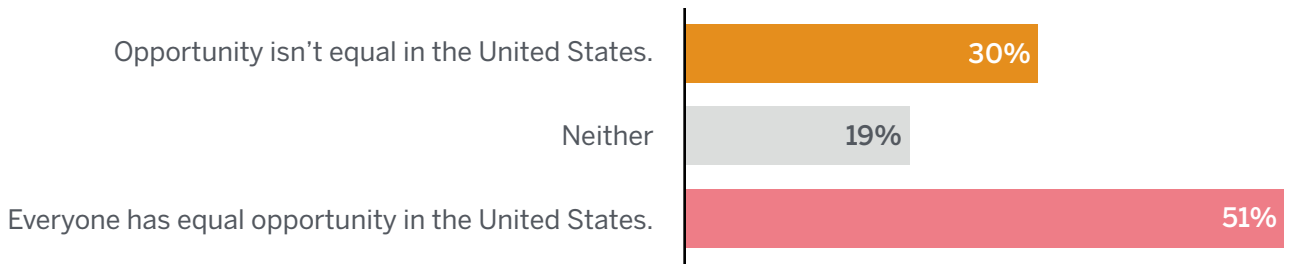


How often do you think about issues of racial equity/racial justice?

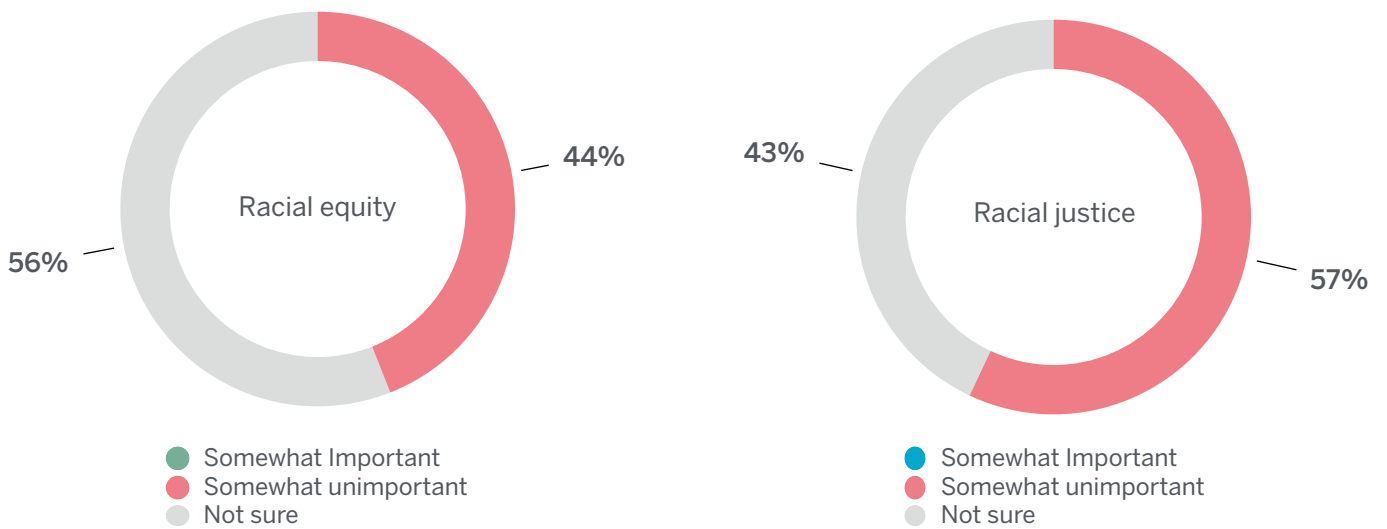




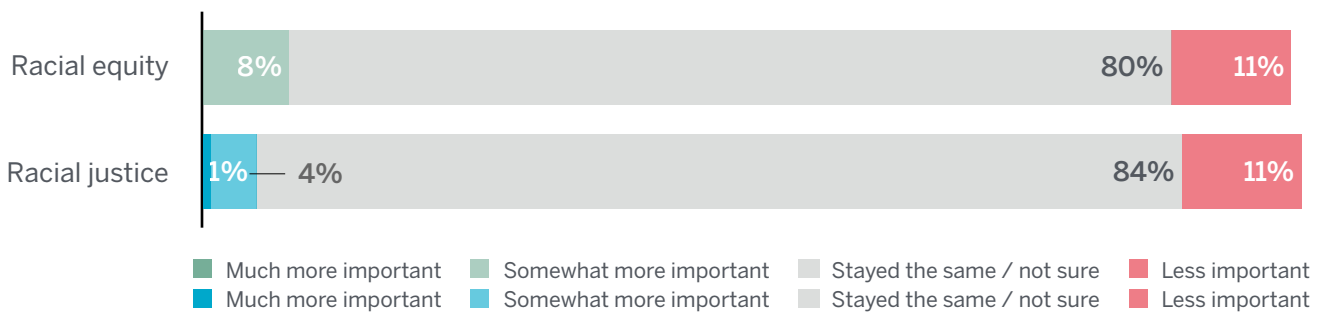
Which statement more closely reflects your point of view?



How important are issues of racial equity/racial justice to you?



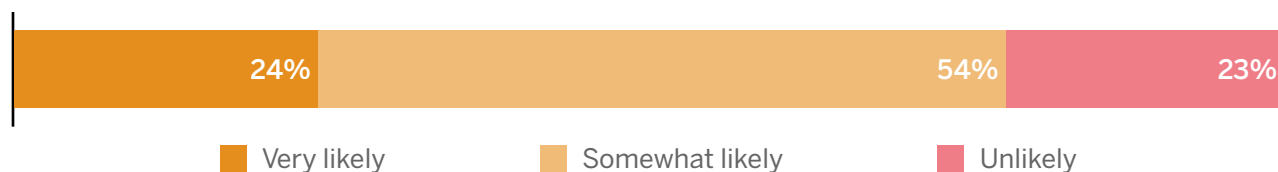
Over the last two years, have issues of racial equity/racial justice become more important, less important, or the same to you?



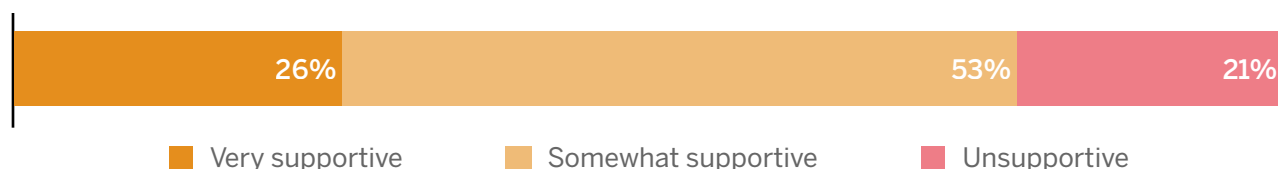


Action: Uninformed Skeptics

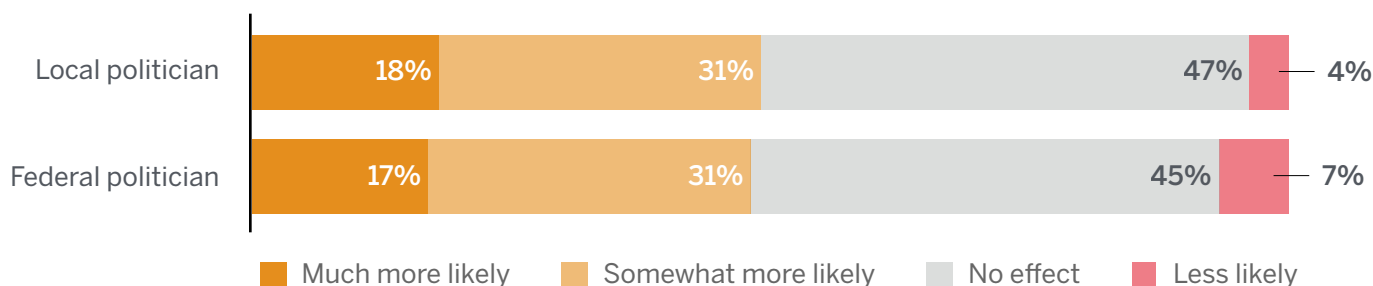
How likely would you be to support an organization that is committed to making opportunities for learning beyond high school available to all?



How supportive are you of implementing new policies that make opportunities for learning beyond high school available to all?



If a local politician/federal politician supported policies and programs that made more opportunities for learning beyond high school available to all, would you be more or less likely to vote for them, or would it have no effect on your vote?



Demographics: Uninformed Skeptics

Uninformed Skeptics are more likely to be:



Not registered to vote



High school or less



Native Americans

Profile: Unsupportive

8% or around 21 million Americans



- May or may not be aware of concepts about racial equity or racial justice
- Believe that issues of racial equity or racial justice are very unimportant

Overview

Unsupportive audiences are generally not supportive of racial justice and equity issues. Whether or not they're aware of the concepts, they firmly believe they're unimportant.

More than any other audience, 7 in 10 believed that everyone has equal opportunity in the U.S., and nearly 6 in 10 felt strongly about that position.

Their responses to messages were largely unsupportive: Across the board, they were most likely to disagree with tested messages.

Messages were likely to increase their support for a definition of equity measured by more equal outcomes. On the other hand, messages were likely to decrease their support—or strengthen their disagreement—for a definition of racial justice that speaks to systemic change and impacts people of color.

Their low support for racial justice and equity issues also translated into limited support for policy or practice change. They were the least likely to support organizations working to expand education opportunities to all, and least likely to vote for local or federal politicians who would advance it.

Communicating with Unsupportive Audiences

Given the lack of support and strong opinions of this audience, they weren't primed to engage. Communications with these audiences may take significant effort and inspire pushback.



Equity

What comes to mind when you think about the word "equity"?



What THREE words or phrases come closest to how you define "equity"?



More likely than others to define "equity" as:

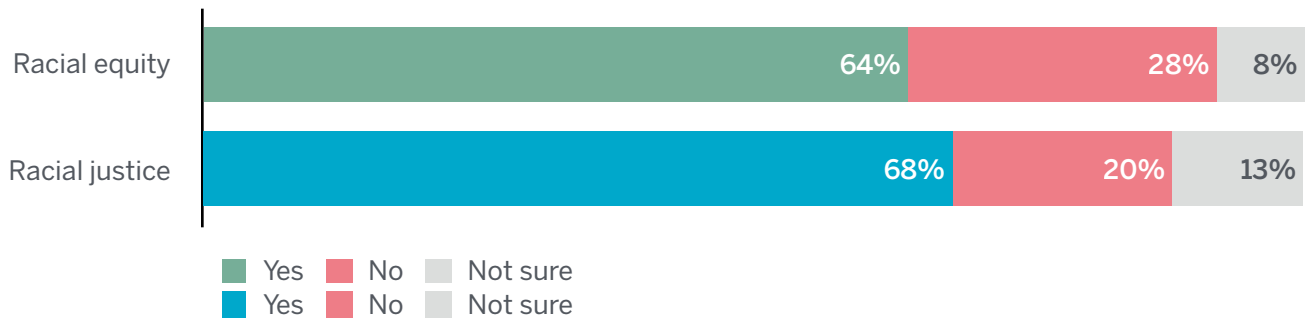


"Racial equity is when life outcomes can no longer be predicted by race or ethnicity."

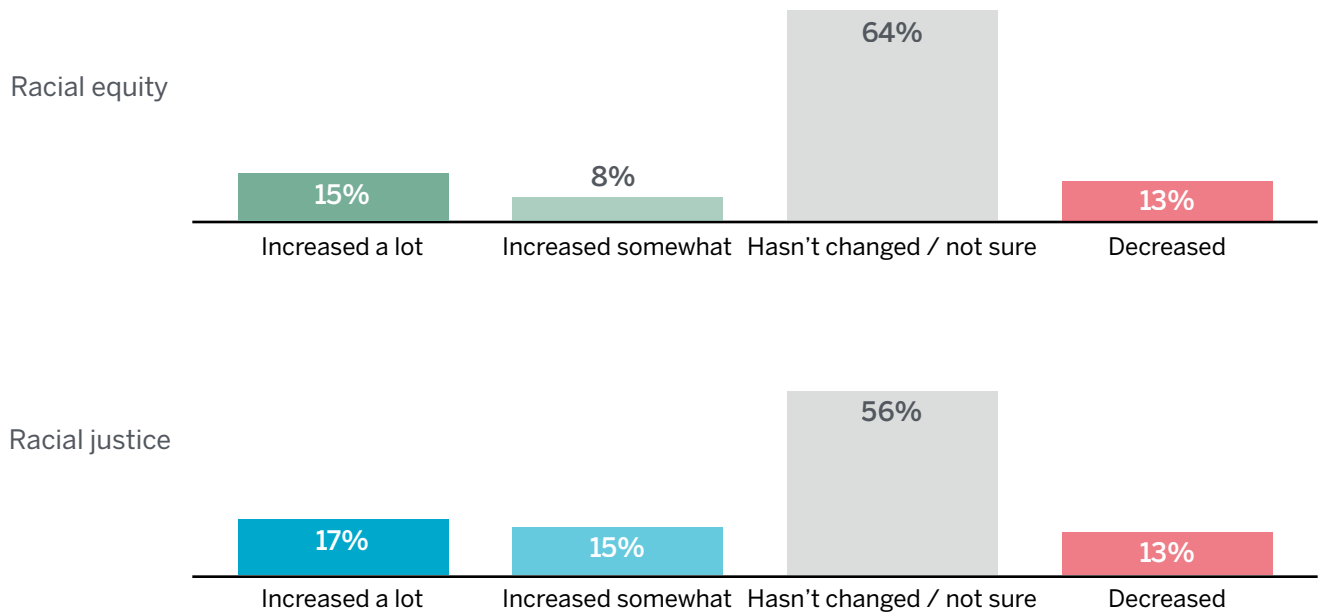




Are you familiar with the concept of racial equity/racial justice?

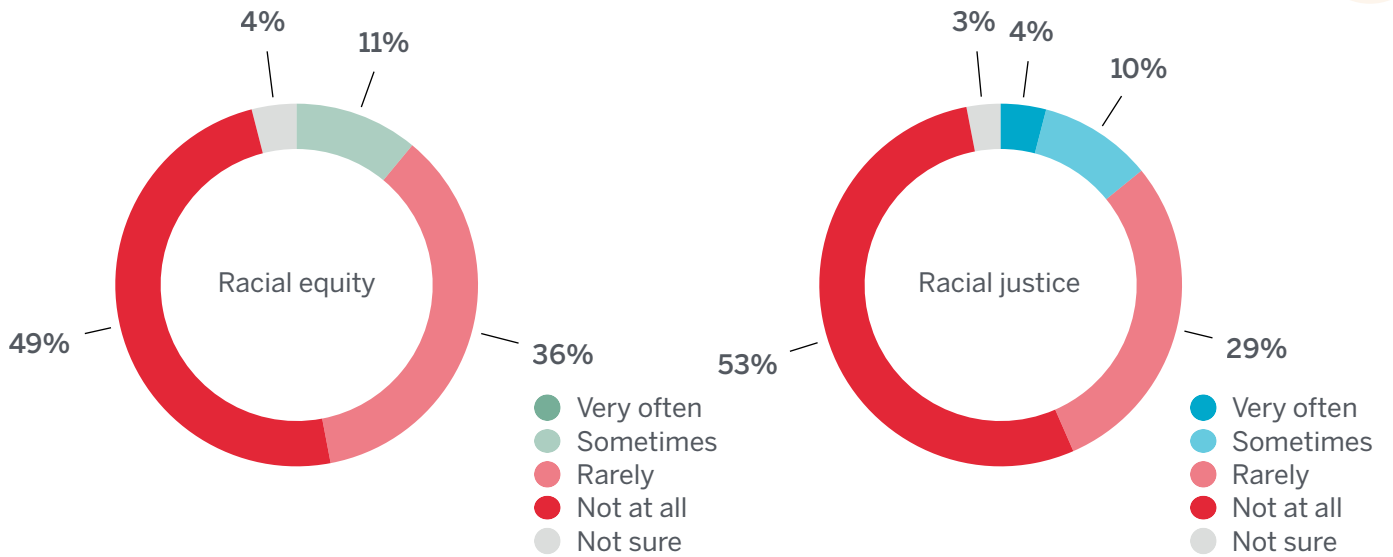


Over the last two years, how has your familiarity with issues of racial equity/racial justice changed?



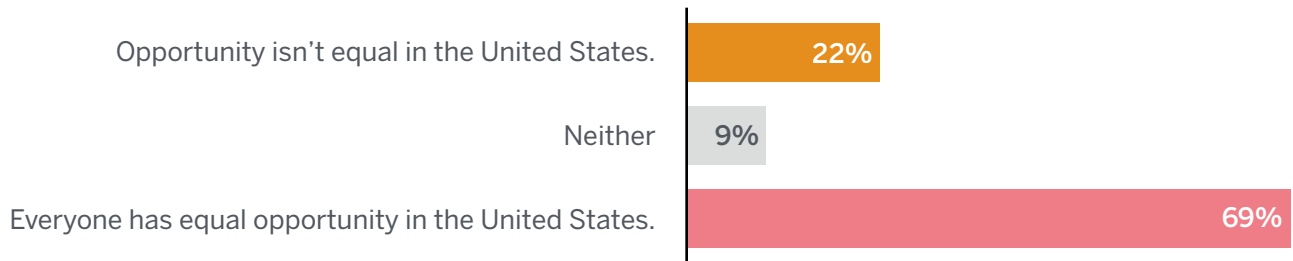


How often do you think about issues of racial equity/racial justice?

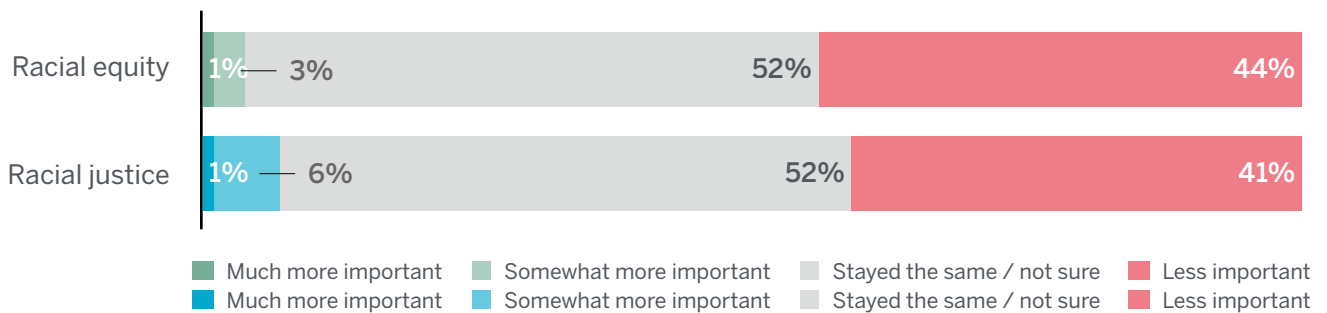


Attitudes: Unsupportive

Which statement more closely reflects your point of view?



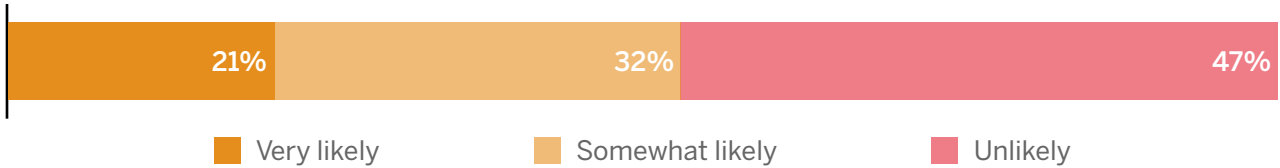
Over the last two years, have issues of racial equity/racial justice become more important, less important, or the same to you?



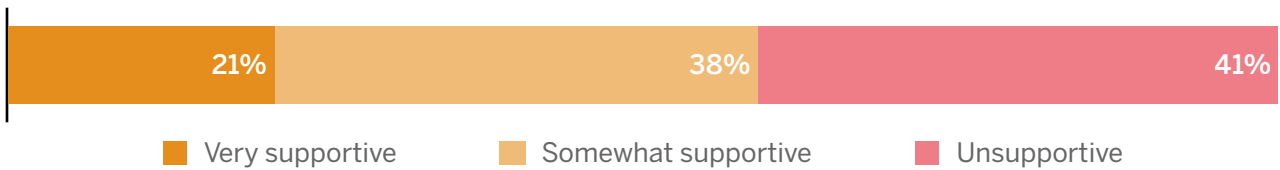
Action: Unsupportive



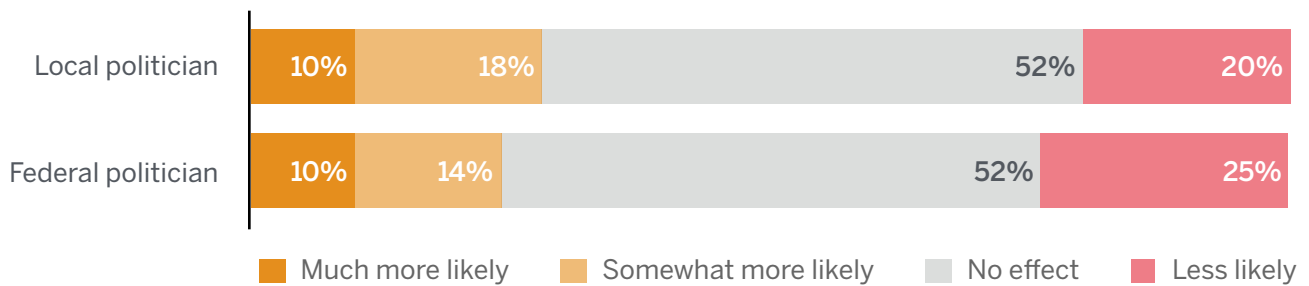
How likely would you be to support an organization that is committed to making opportunities for learning beyond high school available to all?



How supportive are you of implementing new policies that make opportunities for learning beyond high school available to all?



If a local politician/federal politician supported policies and programs that made more opportunities for learning beyond high school available to all, would you be more or less likely to vote for them, or would it have no effect on your vote?

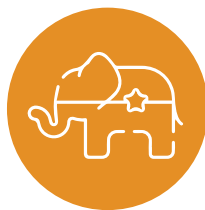


Demographics: Unsupportive

Unsupportive audiences are more likely to be:



Rural



Republican/
Conservative

Message Testing

A woman with curly hair, wearing a patterned shirt, is writing on a whiteboard. She is in a meeting with another person whose profile is visible on the left. The image has a warm, orange-toned overlay.

Overview

Since Lumina Foundation's racial equity communications framework was developed in 2019, there have been significant cultural shifts. The survey sought to test how the ideas and language in the framework resonate with today's audiences. The survey also helped determine how more progressive language, such as systemic racism and racist policies and practices, affects how strongly audiences agree with messaging.

The survey found that the majority of Americans shared the foundational belief that everyone has a right to real opportunity, no matter where they come from or what they look like. Additionally, most Americans supported taking actions to create fair outcomes for all. However, people were more hesitant to agree with statements that described how specific groups of people don't have the same opportunities as others. Despite the country's racial reckoning over the past two years, many Americans were still reluctant to believe that opportunity isn't equal in the United States, and that unjust policies, practices, and beliefs in the education system hold some people back.

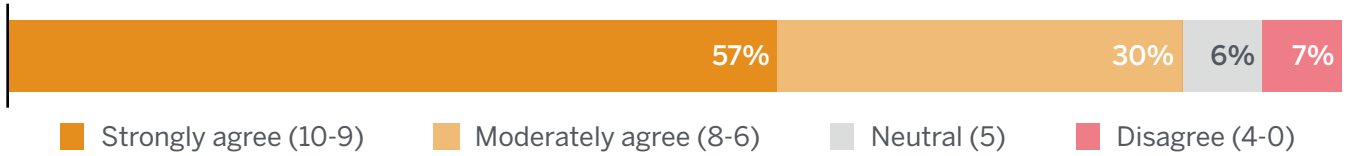
The survey also found that more progressive language does not significantly motivate champion audiences—but risks pushing away more skeptical ones. In an A/B test of messages using more explicitly progressive language (e.g., structural racism and systemic discrimination) or the original language (e.g., policies, practices, and beliefs), Budding Activists and Informed Skeptics were slightly more or equally likely to express agreement with the original language. Frontline Activists, the audience most likely to support these issues, had a similar level of agreement for the original language as statements with more progressive language.

Despite hesitation to strongly agree with statements describing the problem, the language in its entirety effectively persuaded more people to agree with Lumina Foundation's definitions of racial justice and equity.

How much do you agree or disagree with the following statement? Use a scale of 0 to 10 where 0 is strongly disagree and 10 is strongly agree.

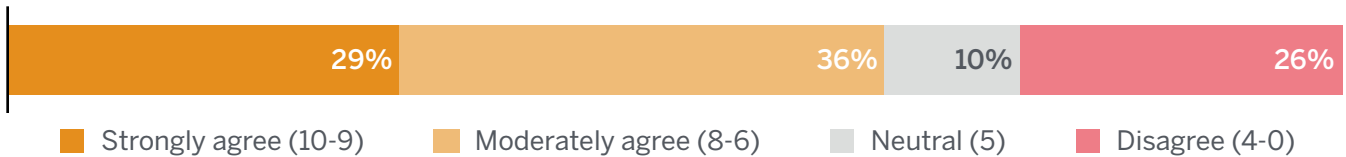
Statement 1, current language:

Everyone has a right to real opportunity. No matter where you come from, what you look like, or how much money your family has, everyone should have what they need to learn, grow, and thrive.



Statement 2, current language:

Opportunity isn't equal. Opportunity depends on who you are and where you come from.



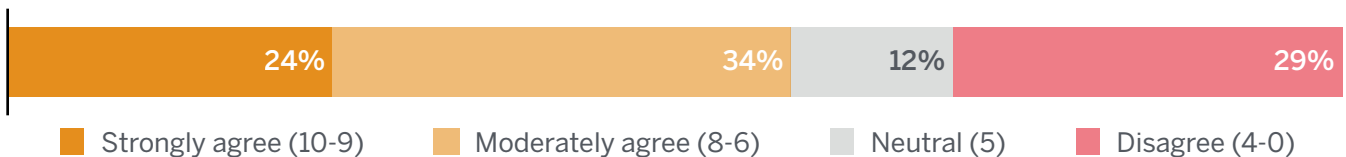
Statement 3, current language:

Policies, practices, and beliefs in our education systems unfairly hold back Black, Native American, Hispanic, and Latino people from achieving the education and skills they need.



Statement 4, progressive language:

Structural racism and systemic discrimination are entrenched in our education systems, which are designed to keep Black, Native American, Hispanic, and Latino people from achieving the education and skills they need.



Statement 5, current language:

We should remove barriers for students to right the wrongs and achieve just and fair outcomes for all.



Statement 6, progressive language:

We must remedy past harm by acknowledging and addressing racist and repressive policies, practices, and beliefs to achieve just and fair outcomes for critical equity populations.



Message Agreement by Audience Mindsets

The survey tested split samples of messages with more and less progressive language (e.g., structural racism and systemic discrimination versus policies, practices, and beliefs in our education systems) to understand how to effectively motivate different audiences.

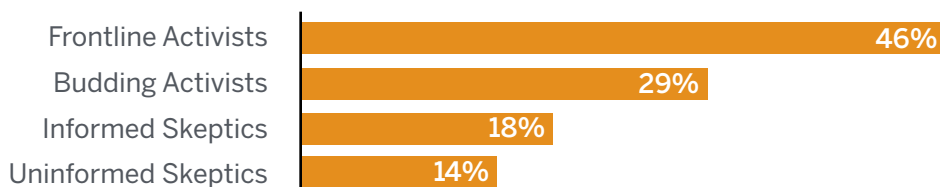
Despite differing awareness and attitudes about racial justice and equity, the effect of more or less progressive language was mild between audiences.

How much do you agree or disagree with the following statement? (percent 9 or 10, strongly agree).

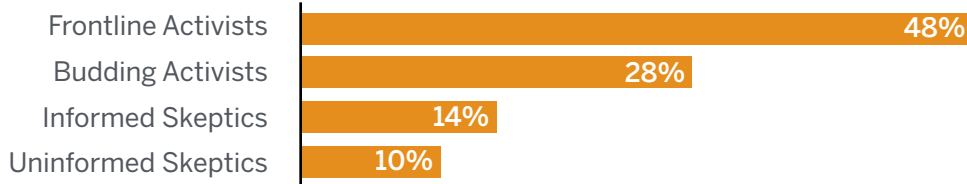
Statement 1, current language: Everyone has a right to real opportunity. No matter where you come from, what you look like, or how much money your family has, everyone should have what they need to learn, grow, and thrive.



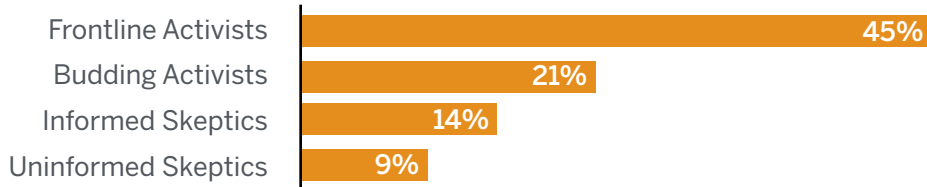
Statement 2, current language: Opportunity isn't equal. Opportunity depends on who you are and where you come from.



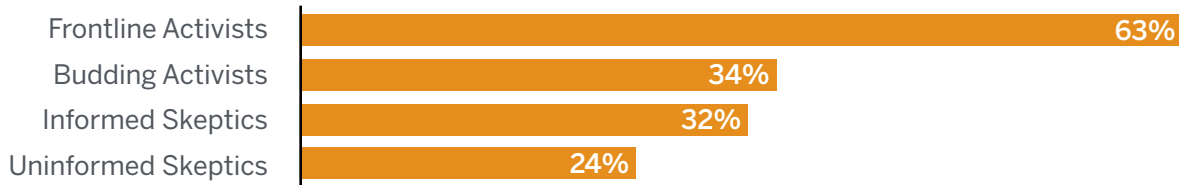
Statement 3, current language: Policies, practices, and beliefs in our education systems unfairly hold back Black, Native American, Hispanic, and Latino people from achieving the education and skills they need.



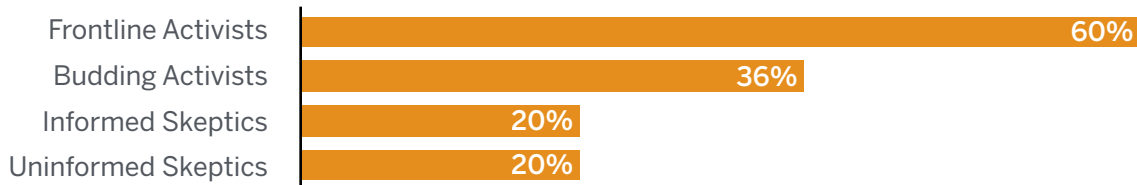
Statement 4, progressive language: Structural racism and systemic discrimination are entrenched in our education systems, which are designed to keep Black, Native American, Hispanic, and Latino people from achieving the education and skills they need.



Statement 5, current language: We should remove barriers for students to right the wrongs and achieve just and fair outcomes for all.



Statement 6, progressive language: We must remedy past harm by acknowledging and addressing racist and repressive policies, practices, and beliefs to achieve just and fair outcomes for critical equity populations.



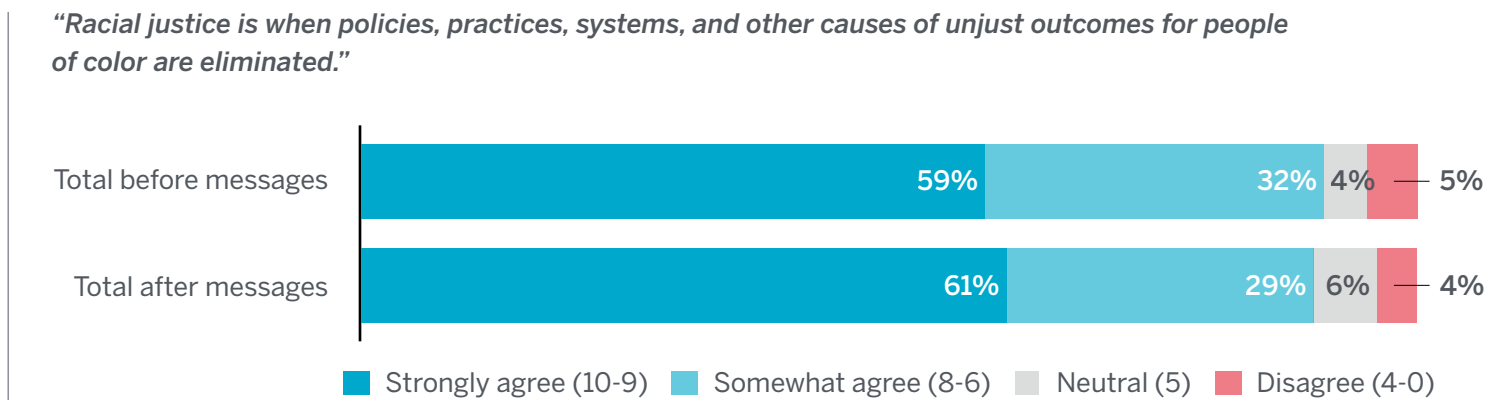
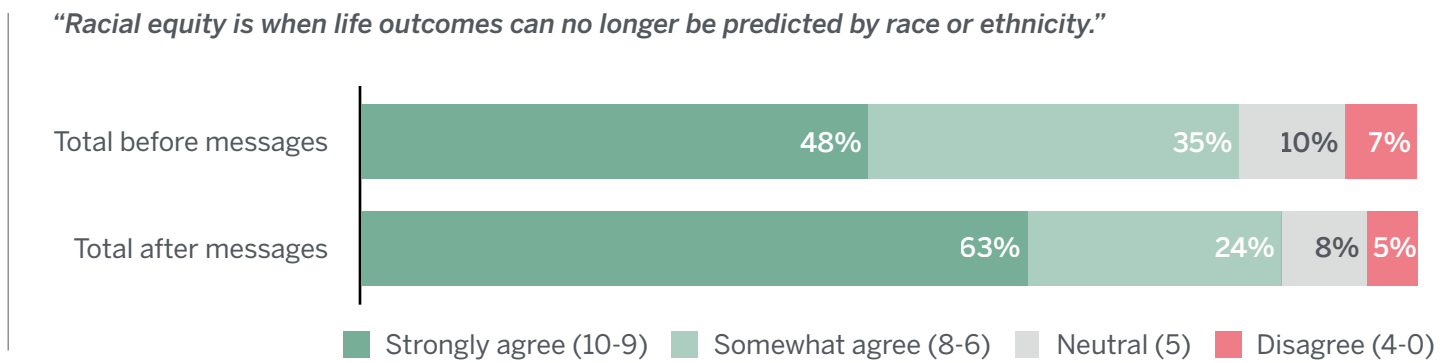
Frontline Activists



Frontline Activists were the strongest supporters of the message. They showed support for the premise of real opportunity, and the strongest agreement that opportunity isn't equal. Nearly half (48%) strongly agreed with the most divisive part of the message, describing the problem: Policies, practices, and beliefs in our education systems unfairly hold back Black, Native American, Hispanic, and Latino people from achieving the education and skills they need.

Frontline Activists did not show especially strong preference for more or less progressive language. In fact, they showed slight preference for the current language.

Messages increased already-strong support for outcome-focused definitions of racial equity and racial justice.

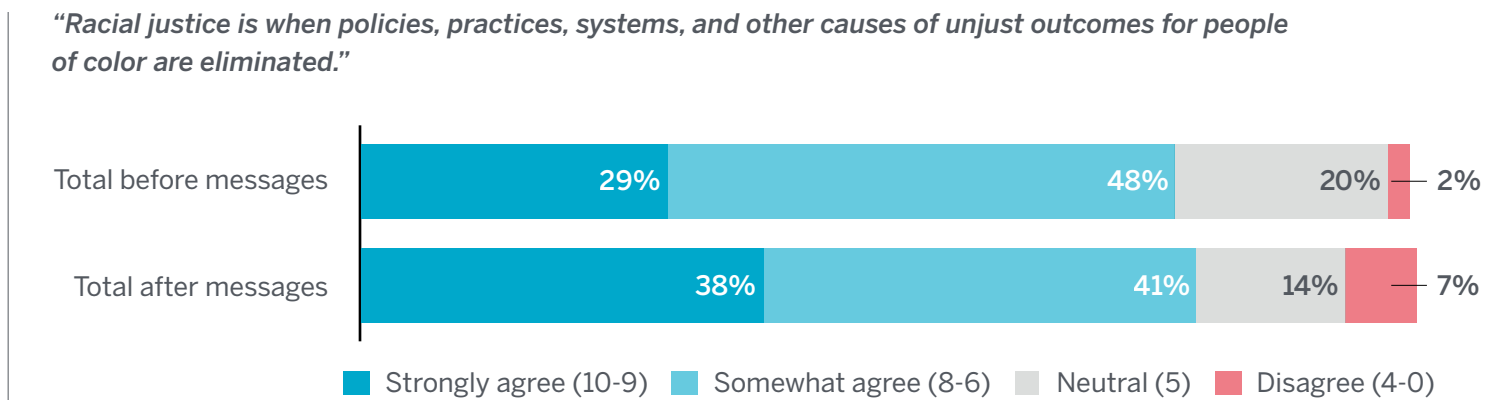
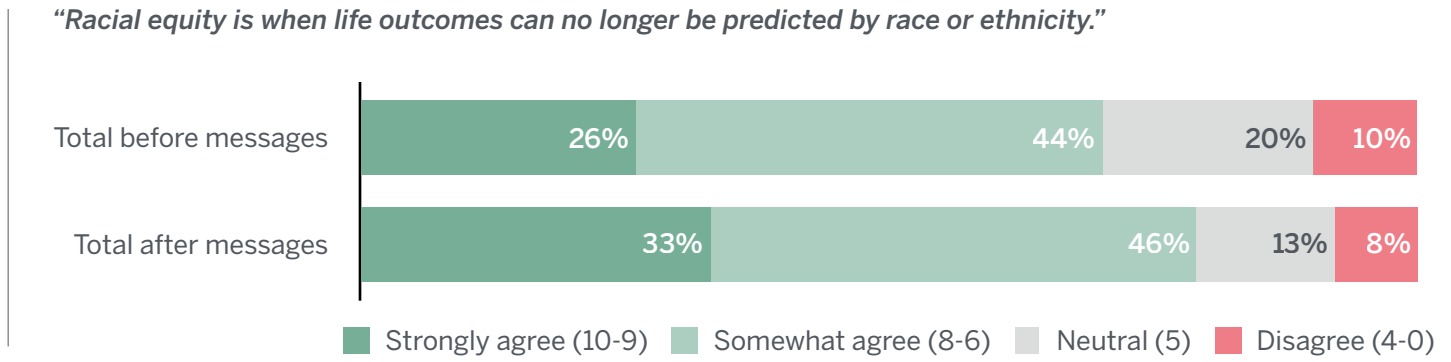


Budding Activists



Budding Activists showed moderate support for the messages. They were slightly more likely than average to support less progressive language when describing the problem.

Messages tended to move Budding Activists from neutral to positive support for racial justice and equity definitions, or further increase their support.

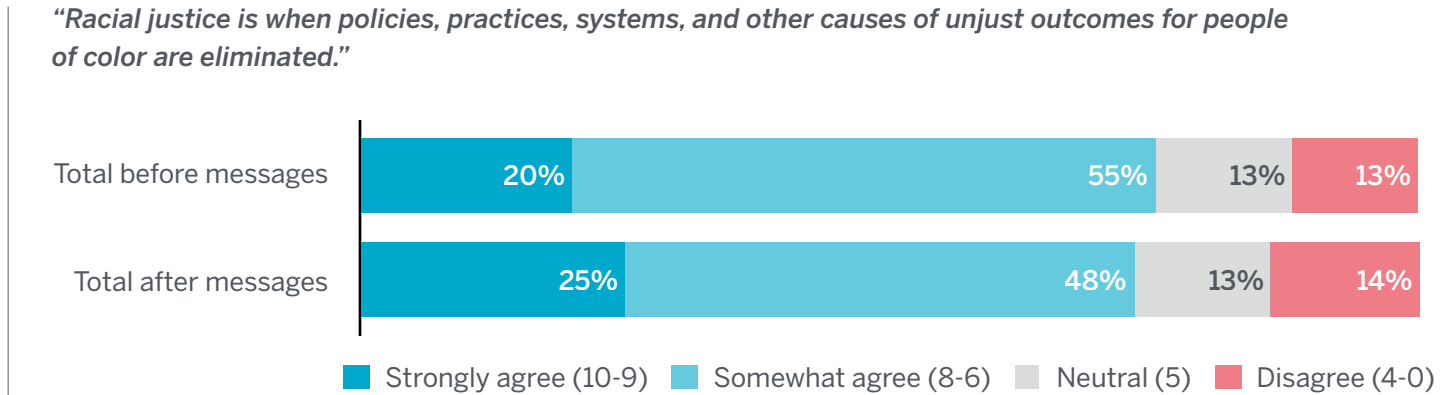
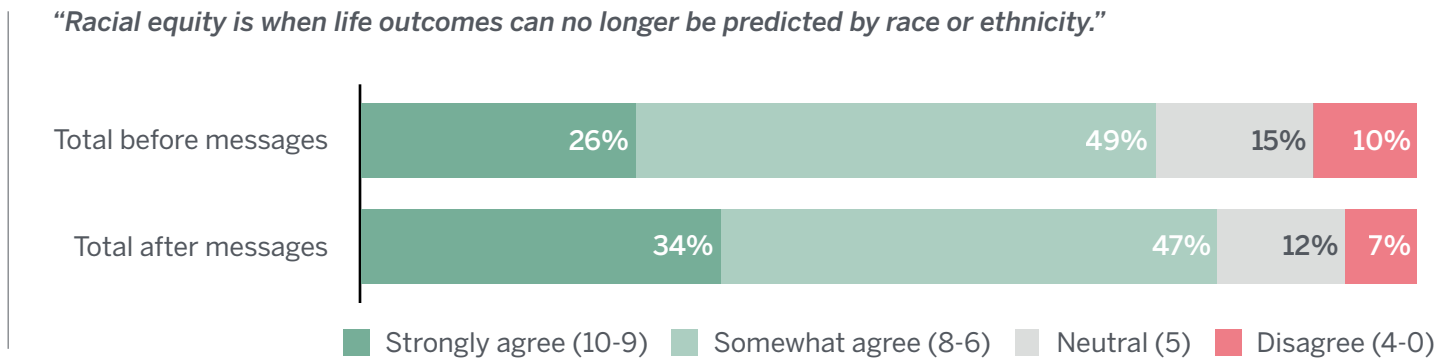


Informed Skeptics



Informed Skeptics started with less-than-average support for the premise that opportunity isn't equal. They showed no preference for more-or-less progressive language describing the problem, but were especially unsupportive of the more progressive solution statement: Remedy past harm by acknowledging and addressing racist and repressive policies, practices, and beliefs to achieve just and fair outcomes for critical equity populations.

After seeing messages, Informed Skeptics increased their support for outcome-based definitions of racial justice and equity. Those who were neutral or disagreed with the racial justice definition showed slightly less movement.

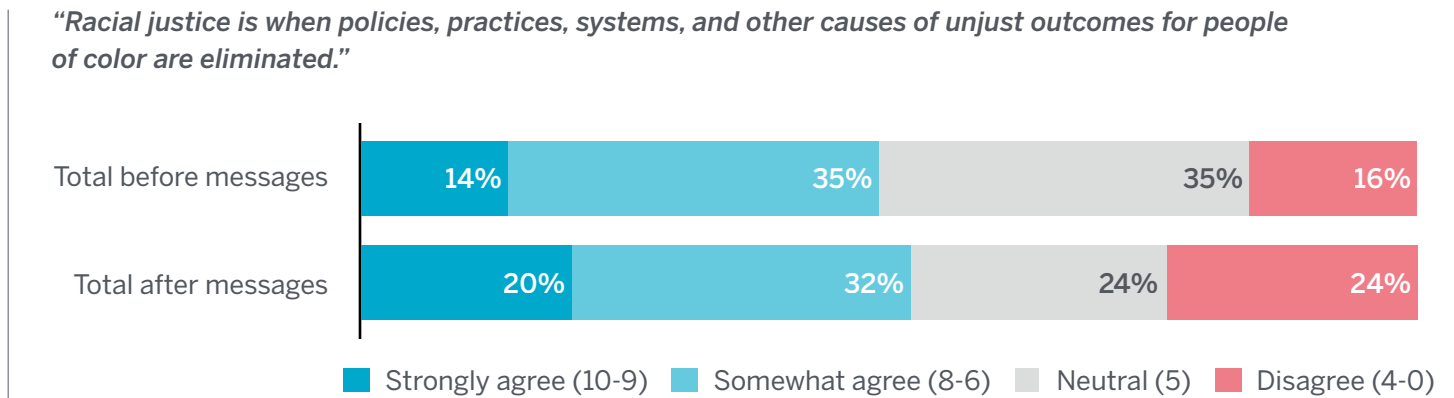
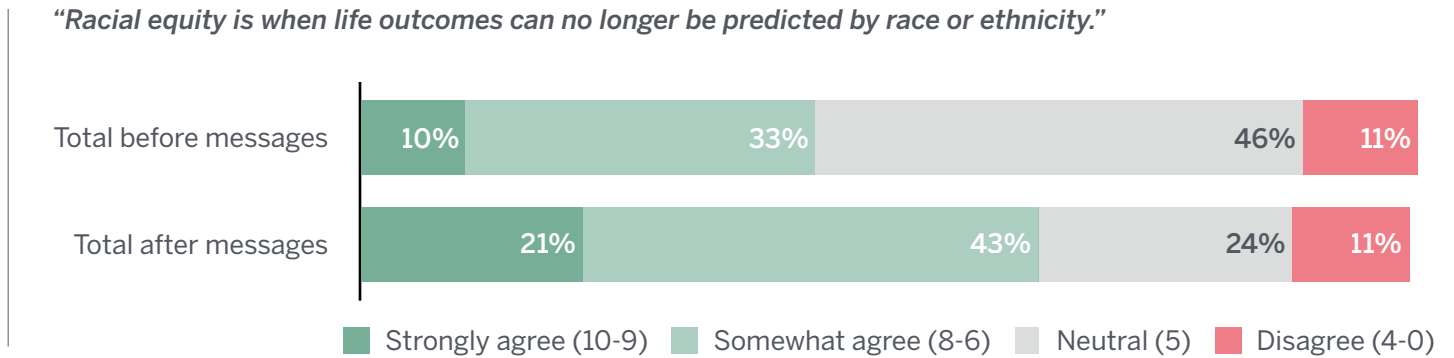


Uninformed Skeptics



Uninformed Skeptics started with lower-than-average support for the premise that opportunity isn't equal. They were relatively unsupportive of the problem statement, whether or not it used progressive language. They had a slight preference for messages that used less progressive language.

After reading the messages, Uninformed Skeptics showed significant movement from neutral to positive support for racial equity based on outcomes. However, Uninformed Skeptics showed the opposite for the racial justice definition and moved from neutral to disagreement.



Equity, Justice, and Identity



Demographic Distinctions

The survey oversampled Black, Hispanic or Latino, Asian American and Pacific Islander, and Native American respondents to learn more about their familiarity with and attitudes toward racial justice and equity. Through this oversample, several key themes and insights emerged. The following insights represent meaningful distinctions between different demographics.

Black Americans

Black Americans made up a strong base of support for racial justice and equity—especially racial justice. They thought about these issues often, and they deeply felt the importance of justice and equity. They were much more likely than any other group to say they thought very often about racial equity (37%) and justice (44%). Additionally, Black Americans were significantly more likely to say racial equity (62%) and justice (66%) were very important and that the importance of racial equity (45%) and justice (46%) increased significantly in the last two years.

Unlike most demographics, Black Americans were more receptive to progressive social justice rhetoric. Across the board, Black Americans were the most receptive to Lumina Foundation’s messaging. They were the only demographic group to agree more with the language that utilizes stronger progressive language.

Hispanic or Latino Americans

Hispanic or Latino Americans were already open to social justice and equity, and their support increased with a little information—especially when it comes to racial equity. At first, Hispanic or Latino Americans landed in the middle in terms of familiarity with and attitudes toward justice and equity, but they were more likely to care about the issues after seeing messages. Nearly half (47%) of Hispanic or Latino Americans said racial equity was very important when first asked. This jumps to 56% after reading messages. Similarly, 45% said racial justice was very important when first asked, jumping to 52% after being exposed to messages.

Hispanic or Latino Americans were already significantly increasing their support for racial justice and equity in the last two years. Almost one-third said the importance of racial justice and equity increased greatly over the past two years at 31% and 33%, respectively.

Asian Americans and Pacific Islanders

Asian Americans and Pacific Islanders were familiar with and care about the concepts of racial justice and equity, but they don't necessarily equate them with lack of opportunity for people of color. They found racial equity (86%) and justice (87%) important and thought about the issues often (77% thought about equity and 80% about justice very often or sometimes). Still, 42% thought opportunity was equal in the United States, and another 5% were in the middle.

Further, there is room to grow the intensity of their support for these issues. This group found the issues similarly, but less strongly, as important as Black Americans. Eighty-six percent of Asian Americans and Pacific Islanders and 87% of Black Americans said racial equity is very or somewhat important, but only 43% of Asian Americans and Pacific Islanders said it's very important compared to 62% of Black Americans who said the same.

Native Americans

Native Americans strongly felt that opportunity is not equal. Among the 59% who agreed that opportunity is not equal (highest of any racial/ethnic demographic other than Black Americans), 73% strongly agreed with this statement.

However, they were not as attuned to the rhetoric and concepts of racial equity or justice compared to the other groups. Native Americans were either less likely to be familiar with racial justice and equity (64% and 66%, respectively) or to find them very important (39% and 40%, respectively) — the lowest of any racial/ethnic demographic aside from white Americans.

Still, they were the second-most likely demographic group (only after Black Americans) to strongly agree with Lumina Foundation's messaging. The messages were likely to persuade Native Americans to align with Lumina Foundation's definitions of racial equity, moving them from 25% to 36% who strongly agreed.

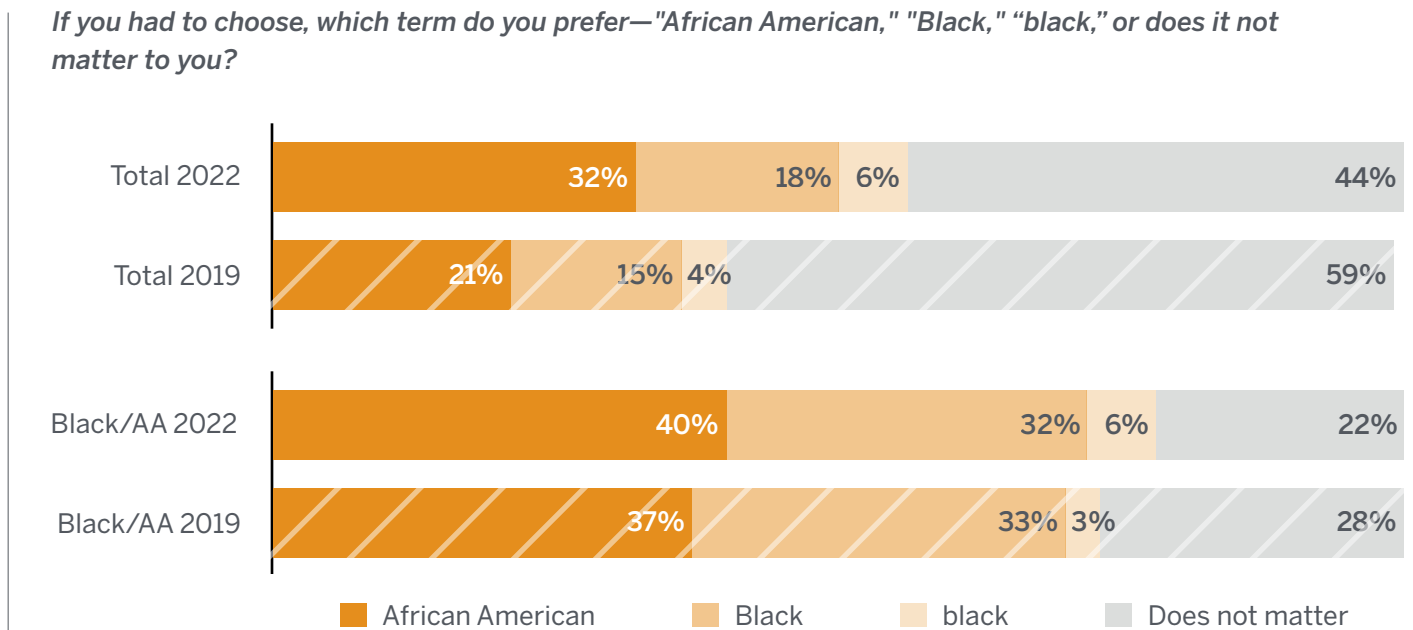
Identity Labels

Overview

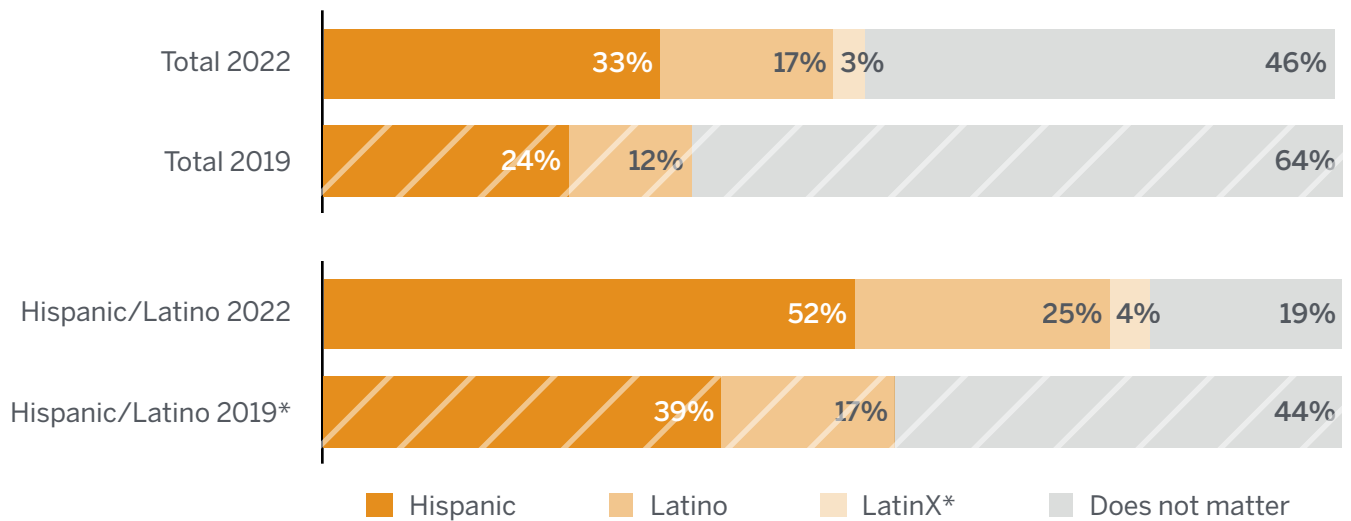
Similar to 2019, nearly half of all respondents didn't prefer a specific identity label for different racial groups. However, people who identified as part of each racial group tended to prefer one identity label over the others:

- Those who identified as Black/African American preferred “African American” (40%) when compared to “Black” or “black”
- Those who identified as Hispanic or Latino strongly preferred “Hispanic” (52%) when compared to “Latino” or “LatinX”
- Those who identified as Native American preferred “Native American” (44%) when compared to “Native,” “Indigenous,” or “American Indian”
- Those who identified as Asian American overwhelmingly preferred “Asian American” (67%) over the common acronym “AAPI”

This represents a shift from 2019: People who self-identified within demographic groups were more likely to be split on which label they preferred or report that it does not matter.

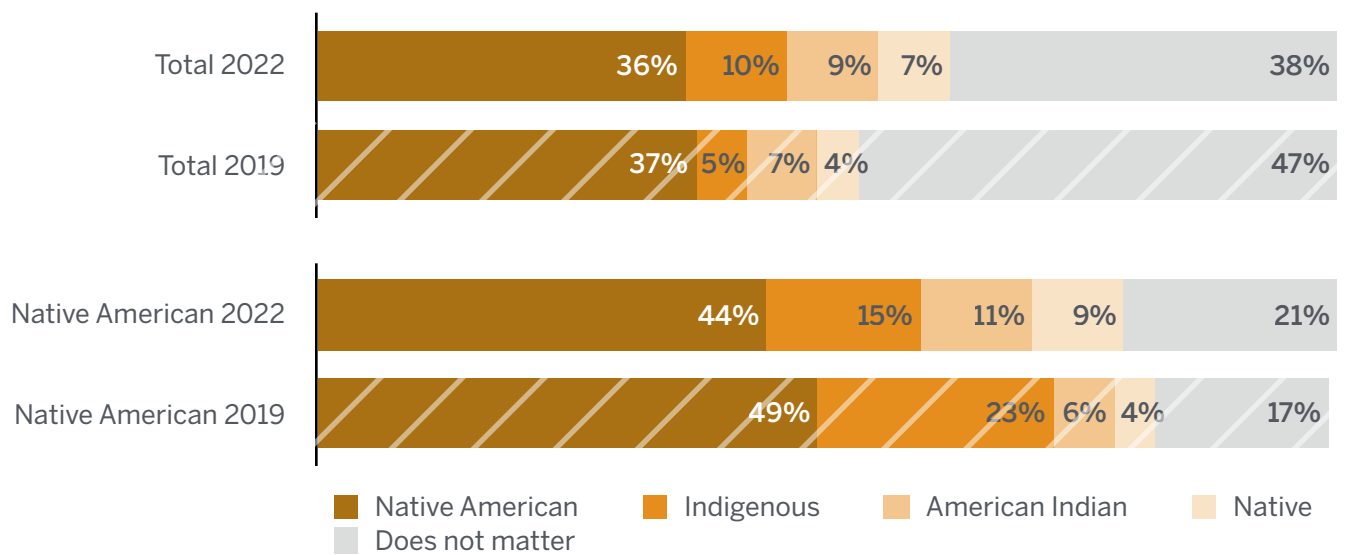


If you had to choose, which term do you prefer—Latino, Hispanic, LatinX, or does it not matter to you?

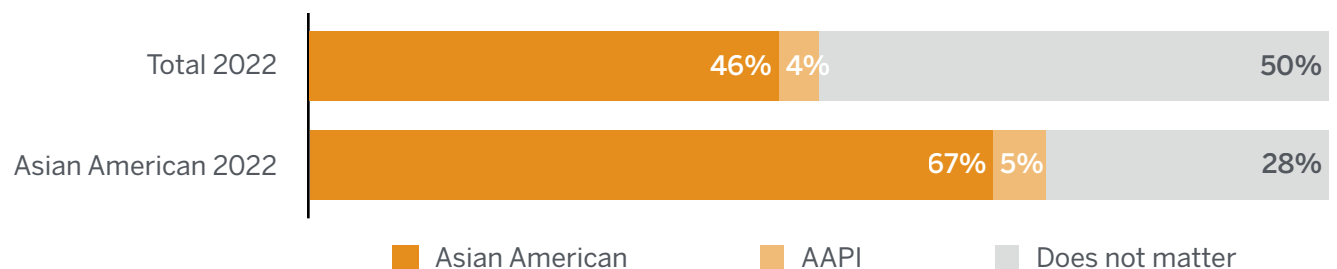


*2019 survey did not include LatinX option

If you had to choose, which term do you prefer—Native, Native American, Indigenous, American Indian, or does it not matter to you?



*If you had to choose, which term do you prefer—Asian American, AAPI, or does it not matter to you?**



*This question was not asked in 2019

Appendix



Detailed Sample and Approach

Hattaway Communications, in partnership with Lumina Foundation, conducted the nationally representative poll of 3,403 U.S. adults between January 24 and February 7, 2022.

To capture a deeper understanding of the familiarity with and views of Black, Hispanic or Latino, Asian American and Pacific Islander, and Native Americans on racial justice and equity, we oversampled each population to collect at least 375 respondents from each demographic group.

The following table shows the total number of respondents within each oversampled racial/ethnic group. Respondents were asked to self-identify their racial and ethnic identities and were given the choice to select multiple options. Therefore, self-identified multiracial respondents may be counted more than once.

Black	Hispanic or Latino	Asian American and Pacific Islander	Native American
n=719	n=510	n=532	n=376

The sample was then weighted by race and ethnicity, along with gender and education, to align with their proportion in the actual population based on U.S. Census data. This ensured the total sample was representative of the U.S. population.

Race		Age	
Black/African American	17%	18-24	13%
White/Caucasian	67%	25-34	16%
Asian American	8%	35-44	19%
American Indian/Native American/Alaska Native	3%	45-54	13%
Native Hawaiian/Pacific Islander	1%	55-64	21%
Hispanic/Latino	17%	65-74	14%
Other race	1%	75-84	3%
Prefer not to say	0%	85 or older	0%

Gender	
Man	50%
Woman	49%
Non-binary/other	1%

Education	
Some high school or less	9%
High school graduate or GED	26%
Technical, trade, or apprenticeship certificate	4%
Some college, no degree	20%
Associate degree	9%
Bachelor's degree	20%
Graduate degree or higher	12%
Prefer not to say	0%

U.S. Census Region	
Northeast	18%
South	42%
Midwest	21%
West	19%

Awareness of and Attitudes About Racial Equity

How important are issues of racial equity to you? (All respondents)

Importance of Equity	
Very important	38%
Somewhat important	37%
Somewhat unimportant	10%
Very unimportant	8%
Not sure	6%

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