

**Introduction to the Equity and Empowerment Lens:
Applying the Concepts to the CRC's Work**

Land Acknowledgement

Multnomah county rests on the stolen lands of the Multnomah, Kathlamet, and Clackamas Bands of Chinook Indian Nation; Tualatin Kalapuya; Molalla; and many others along the Columbia River.

This country is built on stolen Indigenous land and built by stolen African people. This land was not stolen and people were not enslaved by ambiguous entities and actors. The land was stolen by, and African peoples were enslaved by White settlers who had government support.

We also want to honor the members of over 400 tribal communities who live in Multnomah County. Many of these People and their cultures still survive and resist despite the intentional and ongoing attempts to destroy them.

Let us please take a moment of silence to acknowledge the history of how we are here in this place and to honor the People.

Credit to Dr. Aileen Duldulao and Heather Heater

Introductions in Chat

- Name
- Pronouns (optional) and other identities
- **Why is the Charter Review Committee's work important to you?**

Community Care Agreements

- Commit to stay engaged.
- Expect and accept discomfort and non-closure.
- Listen to understand, not to respond.
- Be accountable for your words and behaviors.
- Practice self-care.

Roadmap: Goals for Our Time Together

- High-Level orientation to Equity Analysis Tools, specifically the County's E&EL framework, including its process components and implications
- Understand critical supporting frameworks supporting the Lens, specifically:
 - Inclusively Leading with Race
 - Inverted Equity/Inequity Triangle
 - 5P Assessment
- Review and discuss the draft set of 5P Equity Assessment questions, purpose statement and how they apply to the charter review process
- Provide space to practice applying an 5P Assessment to a policy
 - Discuss important considerations and possible next steps



Equity Foundations

Racial Equity Tool Components

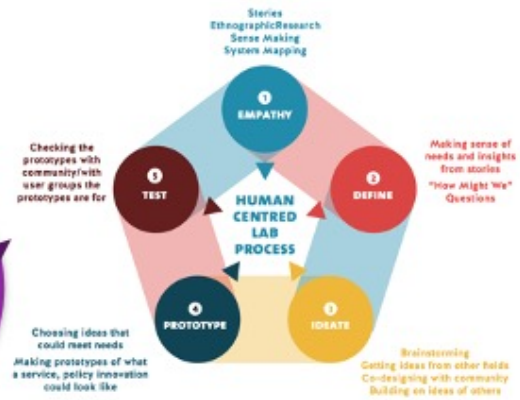
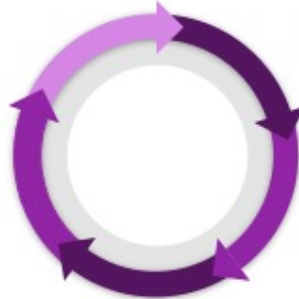
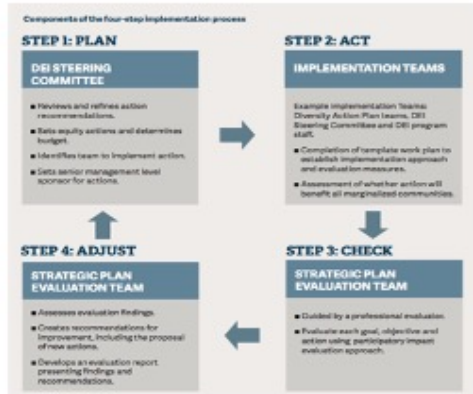
- Proactively seeks to **eliminate inequities** and advance equity.
- Identifies clear goals, objectives, and **measurable outcomes**.
- Develops mechanisms for successful **implementation**.
- Poses questions about:
 - **Who would benefit or be burdened** by a given decision and the potential unintended consequences of the decision.
 - **Who has been involved** with developing the proposal and will be involved with implementation.
- Applies to public, workforce, and programmatic **policy and practice**.

Government Alliance on Race and Equity (2015)

Human Centered Design: Inspiring the Larger Lens

Key Elements

- Understanding people, stories and systems
- Process inclusive of community and implementers



Cyclical Process Improvement

- Continual refinement and improvement
- Resourced, measurable and meaningful

- Understanding People and Impacts
 - connecting stories, systems and exp.
 - The need for real perspective from those implementing the change and those in the community living with that change
- Cyclical refinement and improvement
 - Measurable, meaningful and responsive

Assessment:

- Assessment (5P) design
- Post Assessment
- Lens Practices vs. Application
- Post Assessment
- Lens Practices vs. Application

Moving into Action:

- Post Assessment Planning
- Equity Driven PM Practices
- Equity Driven Management

Eval & Accountability

- Equity Driven Application Evaluation

- Outcome Analysis
- Quality Improvement Cycle
- Equity Centered Design
 - Iterative Process Improvement
 - Coordination of Phases

Quality Improvement Cycle for Lens Process

Reflection

Continuous and iterative equity design and coordination of participants and phases.

Assessment

Lead participants through adaptive use of the 5P questions.

Evaluation & Accountability

Evaluation support to measure success & accountability.

Moving into Action

Translate 5P outcomes into an equity-driven project plan.

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DCS' Vance Pit: Win for Safety & Equity



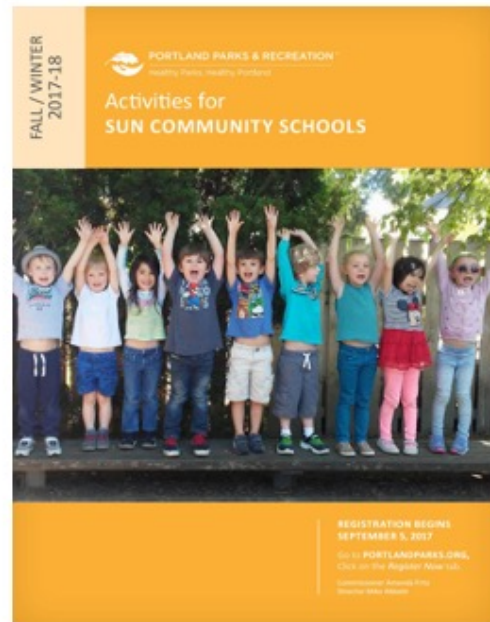
What was learned:

- Leadership addressing community issues in isolation only offers narrower perspectives
- Opening up participation (via the Lens) to mid-level and line staff opened up solutions beyond the scope of the leadership team's experience
- How you communicate to diverse communities is just as important as what is being communicated – which requires diversity of thought and experience

SUN School Funding and Service Providers

What was learned:

- 5P Assessment outcomes can raise some very important, critical and sometimes unspoken racial and social equity dynamics
- Applying the 5Ps often brings to a head difficult realizations and decisions at multiple levels
- Cyclical process improvement brought old and new stakeholders back 5P Assessment to improve upon what they learned from the first application



DCS Animal Services Satellite Office Training



What was learned:

- Ignore the knowledge and lived experience of frontline managers and staff at your own risk – this applies to community too
- The Lens is not an afterthought process or something that can be checked off at the end, it's should be present from the start
- Leadership, organizational culture and/or staff can clear paths or put up barriers in a Lens application, depending if assessment outcomes are seen as an opportunity or a threat



Defining Intersectionality

- Conceptualized legal framework created by Kimberlé Crenshaw.
- Describes the complex and cumulative impact of holding multiple marginalized identities.
- Multi-dimensional approach to looking disproportionate impacts of identity-based discrimination in our most marginalized individuals and communities.

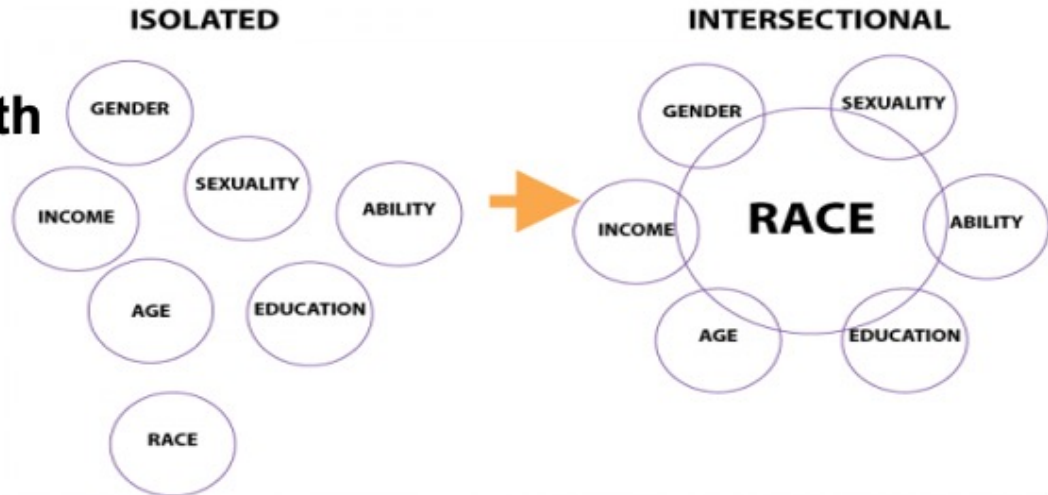


Photo: Mohamed Badarne

Origin of Concept: Kimberlé Crenshaw, “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics.” University of Chicago Legal Forum, 1989, vol 1.

- Describes the complex, interpersonal, systematic and cumulative impact of holding multiple marginalized identities.
- The overlapping and amplification of multiple types of identity-based discrimination and biases experienced by a single individual or group.
- Multidimensional approach to looking at individuals and groups – more nuanced, complex and looks for disproportionate and outsized impacts in our most marginalized groups.

Inclusively Leading with Race



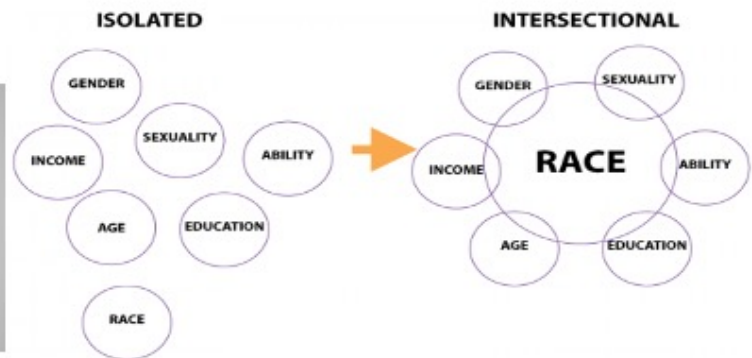
GOALS:

- Analysis of data, outputs and outcomes **begins with race** and disaggregates or factors in other layers of identity
- Reveal the compounding disproportionate impacts experienced by those with layered identities
- To better inform decision making and ensure all communities are served, especially those most at risk

Inclusively Leading with Race

Drives How We:

- Consider the whole identity of individuals and communities we serve
- Gather data, outputs and outcomes
- Provide services and programming



Inclusively Leading with Race:

- Does not use race as a sole decision making factor
- Uses race and other intersectional layers of identity as the starting point of analysis
- Does not preferentially treat or service one race over another
- Provides targeted information to develop targeted solutions to universally serve everyone in Multnomah County

Levels of Inequities - Framework

Systemic

The collective impact of multiple connected institutions/agencies on each other's policy, practices, expectations and the community

Institutional

Bureaucratic practices, process, rules and organizational culture – explicit and implicit. Defines services, priorities, including who and what is important to the organization

Individual

The people dynamics – from interpersonal beliefs to individual power, privilege and positionality; where lived experience, assumptions and historical context meet policy and impact



Activity Time - Estimate: 10 mins

Debrief after break

Debrief Questions coming back from break:

- Did examples come easily at certain levels? Which ones were harder?
- What kinds of relationships or connections came up between the three levels and your specific examples?

Levels of Inequities - Group Discussion

Systemic

What **systemic** examples can be drawn from the now illegal practice of “redlining” in the real estate industry?

Institutional

What **institutional** examples can be drawn from the now illegal practice of “redlining” in the real estate industry?

Individual

What **individual** examples can be drawn from the now illegal practice of “redlining” in the real estate industry?

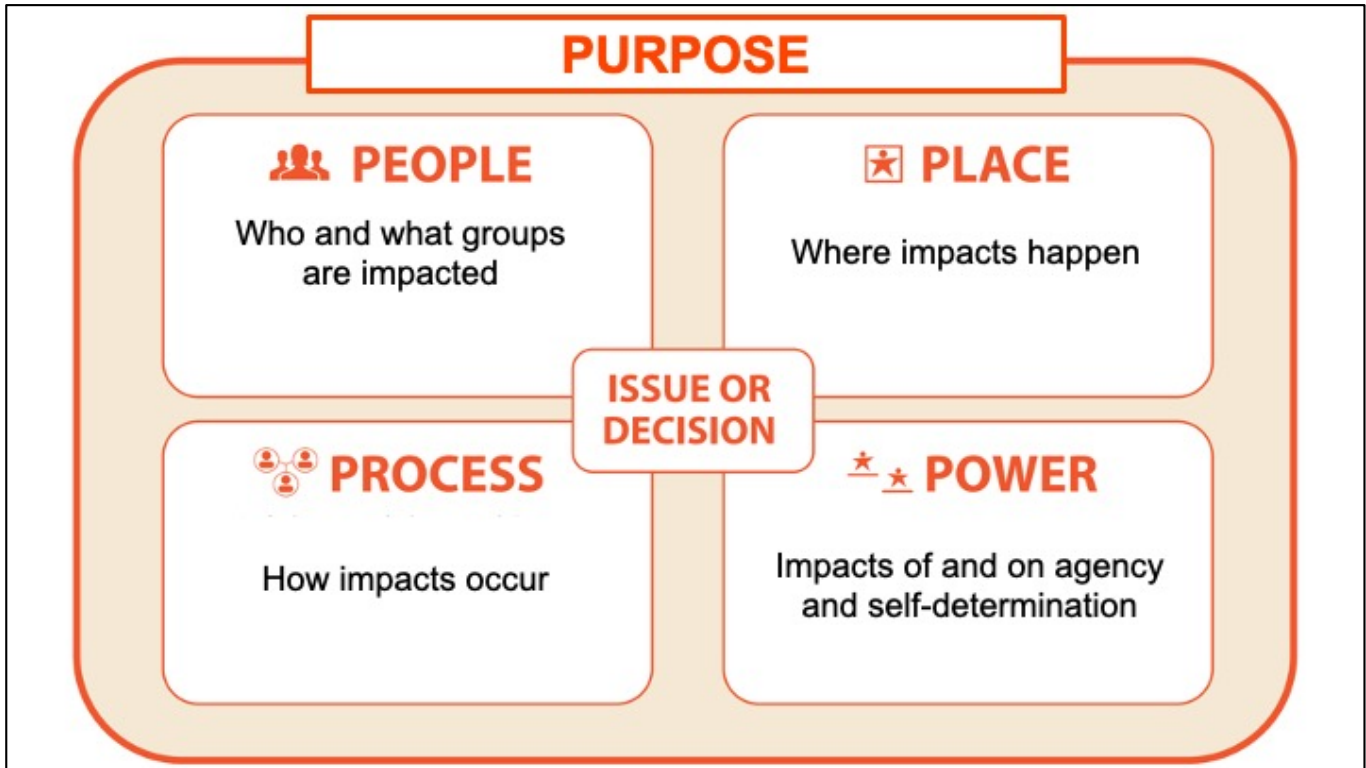


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LINK to Original Questions: <https://multco.us/file/31827/download>

Chunking & Reconnecting Assessment Outcomes



Post-Assessment 3-Step:

Step 1 - Take the outcomes and dynamics revealed in each of the other 4Ps and "chunk" or establish the relationships connections and impacts between People, Place, and Process and Power

Step 2 - Reconnect those "chunks" from the previous step and reconnect them to the inverted triangle, further teasing out how systemic, institutional and individual considerations, dynamics and impacts

Step 3 - Using the previous steps to establish consensus on what needs to change around a policy or issue to mitigate inequitable impacts, including (if applicable) any key recommendations for the next Lens phases (Moving into Action, Evaluation and Accountability) for implementation of the policy, program of issue at hand

Perspective Reminder:

All the Ps and Triangle levels are interconnected and dynamic, chunking doesn't change that.

Steps to Building Out the Lens Cycle to Meet CRC's Needs

Reflection

Defining how the group will navigate the need to pause, address needs

Assessment

Tailoring the Purpose and the 5P assessment questions

Evaluation & Accountability

Defining how to measure success & ensure accountability.

Moving into Action

Defining how Lens gets integrated into CRC processes to move the work forward

Assessment:

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Purpose – The Prime P

CRC DRAFT Purpose

To review Multnomah County Charter through a racial and social equity lens, identifying past, present and possible future impacts and dynamics that will guide revisions, help develop solutions and mitigate harm to all of the community and those serving them.

Design Question and Discussion

What edits or changes would better reflect the CRC's purpose in applying an equity lens to its work?

Facilitator: Encourage them to get more granular, name the specific people and communities – don't be afraid to name race or specific group impacted. Encourage folks to ask new questions if there things that need to be answered.

Reference adapted examples that will be part of the hand outs

Deeper dive considerations:

- Community and individuals – those who will ultimately live with our (the government's) decisions and the real human impact.
- Who holds disproportionate burdens and benefits in the context of the present and past – what history tells us about now.
- Specifically naming the communities impacted without stereotype, treating them as monolithic, or paternalistic (we know better than that community) framing
- Consideration of historical traumas, relationships and access across your assessed list of People
- You, me, and government – we move within and act upon the institutions and systems, pulling the levers that influence and shape policy, programing and practice.
- Physical, spiritual, emotional and contextual effects

Lens - People

Original Questions:

- Who is positively and negatively affected by this issue and how?
- How are people differently situated in terms of the barriers they experience?
- Are people traumatized/retraumatized by your issue/decision area?

Design Question and Discussion

What edits or changes to the revised would better reflect the questions the CRC needs or process?

CRC DRAFT People Questions

- Who is impacted by this Charter Chapter or specific Chapter Subsection and how? Are the impacts positive, negative or unfair and to whom (the county, specific communities or both)?
- What are the specific impacts on communities of color and other underserved populations living within the county or part of the county workforce?
- How are different communities differently situated to navigate barriers and engage with issues surrounding the Charter Chapter or specific Chapter Subsection?
- How does the Charter Chapter or specific Chapter Subsection take into account past or current traumas around race, gender, ethnicity, LGBTQ+ and other protected classes, as to avoid cycles of historical retraumatization and avoid future harm?

Facilitator: Encourage them to get more granular, name the specific people and communities – don't be afraid to name race or specific group impacted. Encourage folks to ask new questions if there things that need to be answered.

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Lens - Place

Original Questions:

- How are you/your issue or decision accounting for people's emotional and physical safety, and their need to be productive and feel valued?
- How are you considering environmental impacts as well as environmental justice?
- How are public resources and investments distributed geographically?

Design Question and Discussion

What edits or changes to the revised would better reflect the questions the CRC needs or process?

DRAFT CRC Place Questions

- How does or will the Charter Chapter or specific Chapter Subsection change the way specific communities experience the places they live? What about the places they receive County services?
- How will the Charter Chapter or specific Chapter Subsection take into account possible environmental impacts, including considerations like environmental justice, impacts on shared public and community space, and health of all communities and people?
- How will the Charter Chapter or specific Chapter Subsection impact or alter the way resources are distributed across the county? How and why are certain resources flowing to specific places in the county, and does it meet the needs of our most vulnerable communities and populations?

Reference adapted examples that will be part of the hand outs

Deeper dive considerations:

- Community and individuals – consider what the impacts might be in the place where people live and work
- Consider impacts in terms of both the physical and emotional, and if are they healthy for everyone
- Think about changes in resources impact both those providing service and receiving it
- Consideration of historical traumas, relationships and access across places – in the community and where services are provided
- Think about how the people and their needs connect to these places be reflected in the issue, policy or program changes moving forward

Lens - Process

Original Questions:

- How are we meaningfully including or excluding people (communities of color) who are affected?
- What policies, processes and social relationships contribute to the exclusion of communities most affected by inequities?
- Are there empowering processes at every human touchpoint?
- What processes are traumatizing and how do we improve them?

Design Question and Discussion

What edits or changes to the revised would better reflect the questions the CRC needs or process?

Process Questions

- How does the Charter Chapter or specific Chapter Subsection meaningfully empower communities of color and other underserved populations to engage and have voice in the decision making process? What about the county workforce?
- How are past, current or future process policies or historical relationships contributing or might possibly contribute to the exclusion for those most impacted, specifically communities of color and other underserved populations?
- How will any processes connected to the Charter Chapter or specific Chapter Subsection help to empower all communities and reduce trauma in the rendering of services and public engagement?

Reference adapted examples that will be part of the hand outs

Deeper dive considerations:

- Consider all the processes that directly involve the people served and what level of agency they have or do not have when engaging in a particular process
- Think about who holds disproportionate burdens and benefits in the context of any given process
- Delve into any process dynamics that may impact resourcing or access
- Consideration of historical traumas, relationships and access connected to any processes
- Think about what is truly flexible and what is mandated around any given process
- Talk about the practices surrounding any given process and whether they are assumed or necessary

Lens - Power

Original Questions:

- What are the barriers to doing equity and racial justice work?
- What are the benefits and burdens that communities experience with this issue?
- Who is accountable?
- How is the current issue, policy, or program shifting power dynamics to better integrate voices and priorities of communities of color?
- What is your decision-making structure? Who has control and influence in shaping the policy or issues being assessed, and to what degree?

Design Question and Discussion

What edits or changes to the revised would better reflect the questions the CRC needs or process?

Power Questions

- How does the Charter Chapter or specific Chapter Subsection impact power dynamics (technical, historical, relational, etc ...) between the diverse communities served, elected officials and fair and equitable access to county services and functions?
- How will the community at-large, specific population and the county workforce be overburdened or underburdened by the current Charter Chapter or specific Chapter Subsection or the decision being made?
- How will changes to the Charter Chapter or specific Chapter Subsection impact the flow of funding or resourcing to vulnerable and racialized communities and populations, and the county agencies serving them?
- How clearly does the Charter Chapter or specific Chapter Subsection outline accountability and for whom?

Reference adapted examples that will be part of the hand outs

Deeper dive considerations:

- Talk about any power dynamics that may interfere with being able to honestly discuss race and other social equity issues
- Consider how communities and staff been empowered or disempowered by the issues, policy or program at hand
- Talk about where the buck (accountability) stops and who has the power or ability to make change
- Discuss what kind of resources are really needed and does budgeting and planning really reflect the need
- Talk about the organizational and community permissions needed to really make change happen

How Do You Move Forward?

Question to Consider Moving Forward:

How would this group integrate this into your process or identify what to apply it to?

What else might need to change or be adapted?

What kind of support would be helpful?

Q&A and Closing

Any question, thoughts or reflections?

Contact Information

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