
Charter Review Committee (CRC): Equity & Empowerment Lens Training Objectives and Draft 5P Assessment Questions

November, 2021

Training Objectives

1. Provide an Equity & Empowerment Lens (E&EL) Training tailored to the Charter Review Committee needs
2. Introduce a draft set of 5P Equity Assessment Questions to the CRC for consideration in applying to the Charter review process, specifically to identify racial and social equity dynamics in need of being addressed in the County Charter.
3. Conduct a pre and post survey of the orientation training and any other follow-up technical assistance (facilitation support, review, etc. ...)
4. Determine the need for any additional technical assistance, if needed.

Tailored Training and Assessment Application

Provide a tailored E&EL training specific to the CRC that provides:

- A basic understanding of what defines any equity lens, including the racial and social equity analysis frameworks driving ours, specifically:
 - Inclusively Leading with Race
 - Inverted Equity/Inequity Triangle
 - 5P Assessment
- Space to learn how to navigate the committee's function with use of an equity tool
- Review tailored draft 5P questions, discuss how they might be applied to the charter review process and revised to better suit the committee.
- Determine the need for further technical assistance or support

DRAFT CRC Equity & Empowerment Lens 5P Assessment Questions

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.

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?

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?

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- 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?

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 processes, 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 county services and public engagement?

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 populations 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?