

JOHN ARDNER
SHELLEY DENISON
CHRISTOPHER DRESEL

JACK HOLLIS
DANA STROUD
DIANA MARCELA WASH

**GRESHAM CITY CHARTER REVIEW COMMITTEE –
SUBCOMMITTEE MEETING**

April 6, 2022

OPEN SESSION – 3 PM

VIA ZOOM MEETING (SEE INSTRUCTIONS BELOW)

COVID-19 EMERGENCY ORDER MEETING PROCEDURE

Due to the restrictions in place established by the Governor's Stay-at-Home Order
The Gresham City Charter Review Committee will be holding the
April 6, 2022, Meeting at 3 P.M. via Zoom Meeting.

Please click the link below to join the webinar:

<https://greshamoregon.zoom.us/j/84839394285?pwd=TkdTRlJqZTFYekVVM0Y5djZGQWNwZz09>

Passcode: JvGOV9

One Touch Telephone: US: + 16699006833,,84839394285#,,,,*326382#

Telephone: US: +1 669 900 6833

Webinar ID: 848 3939 4285

Passcode: 326382

International numbers available: <https://greshamoregon.zoom.us/j/kF4QJSEGw>

Persons who desire to access the meeting and are unable to access the meeting via Zoom are encouraged to contact Dara Wright, Paralegal, by calling 503-618-2505 or emailing Dara.Wright@GreshamOregon.gov by 5:00 pm two business days before the meeting, so that the City can provide alternate arrangements.

Persons who desire translation services for this meeting must notify Dara Wright, Paralegal, by calling 503-618-2505 or emailing Dara.Wright@GreshamOregon.gov by 5:00 pm three business days before the meeting, so that the City can make arrangements for translation services.

If you wish to receive notices of future meetings, please contact Dara Wright, Paralegal at Dara.Wright@GreshamOregon.gov or (503) 618-2505.

GRESHAM CITY CHARTER REVIEW COMMITTEE –
SUBCOMMITTEE MEETING
APRIL 6, 2022

AGENDA ITEMS

1. **DISCUSSION ON QUESTIONS FOR COMMUNITY ENGAGEMENT PLAN WITH CITY'S COMMUNITY ENGAGEMENT SPECIALIST AND CITY'S DIVERSITY, EQUITY & INCLUSION MANAGER.**
2. **DISCUSSION ON CHOICE OF FACILITATOR TO ASSIST WITH COMMUNITY ENGAGEMENT; LEAD GUIDED DISCUSSIONS WITH COMMUNITY MEMBERS AND GROUPS WHO MAY SELF-IDENTIFY AS A MEMBER OF A TRADITIONALLY MARGINALIZED COMMUNITY; AND REPORT BACK TO THE COMMITTEE AND TO THE COMMUNITY.**
3. **AGENDA ITEMS FOR FUTURE MEETINGS; FUTURE SCHEDULE.**

Title of Activity:					
Type of Activity	Policy and/or Process	Program, Project, or Intervention	Community Engagement/ Outreach	Budget Decision	
This Equity Lens will aid in:	Making a new Decision		Reviewing an existing decision or a past decision		
Division/Department/Line of Business:			Executive Sponsor:		
			Project/Program Sponsor:		
			Business Owner(s):		
			Project Manager:		

Before starting, please note:

- This process is best completed with a diverse team (by race/ethnicity, gender, gender identity, position, etc.)
- Building equity, diversity, and inclusion into a process TAKES MORE TIME and IS NOT ALWAYS EASY, the results will more likely be equitable.
- The tools are to be adapted as best suits the specific work
- Remember the role of implicit bias and limit its influence throughout this process.

Process Highlight

The seven steps of the Equity Lens Benchmark and Guide are:

- Step 1: Set the Right Inquiry Framework. Go Three Why Deep.
- Step 2: Gather Data. Focus on Impact. Increase Awareness.
- Step 3: Engage Those Most Impacted. Increase Understanding. Consider Other Perspectives.
- Step 4: Analyze Data. Determine Benefits and Burden
- Step 5: Advance Opportunity OR Minimize Harm. Ensure Accountability. Action.
- Step 6: Evaluate
- Step 7: Ongoing Feedback Loop. Recognize Accountability. Allyship.

STEP 1: Set the Right Inquiry Framework. Go Three Why Deep.

“Go 3 Why Deep” is a take-off of the 5 Whys Root Cause Analysis tool. In the following **Go 3 Why Deep** activity, you and your team will seek to uncover **the root reasons** for your initialing the activity.

<u>What is your question or issue?</u>
Why do you want to answer this question or work on this issue?
Why?
Why?
What will answering this question or working on this issue allow you to do; and what is at stake?
Why?
Why?
Why?
What is the power dynamic in these questions (in other words . . .Where are you pointing your interest)?
Who is the focus of your inquiry?
Why?

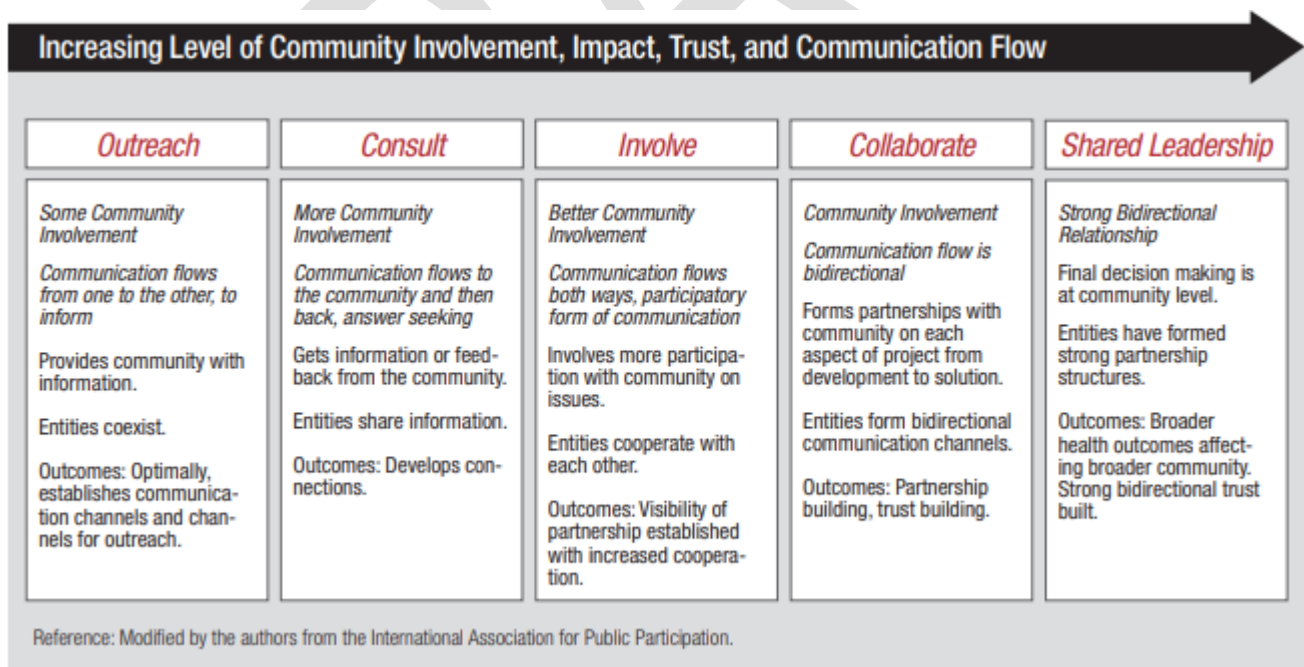
STEP 2: Gather Data. Focus on Impact. Increase Awareness.

1. Describe the activity (proposed or existing)
2. List: a. the desired results (within the identified priority group(s) or communities) and b. outcomes (within the program, process, department, etc.)
3. Consider the following data questions:
a. Disaggregate your data. Have you disaggregated the data with enough detail to understand varying groups' circumstances? (List in space below or attach report).
b. Avoid setting "whiteness" or the "dominant" culture/norms as the standard. What is the ideal goal (or impact)? Note in space below. Compare all historically marginalized groups to that goal (or impact). Note comparison details in space below (attach report).
c. Will the activity have impacts on specific geographic areas (service areas, zip codes, neighborhoods)? What are the historically marginalized group demographics of those living in the area?
d. What does the population-level data tell you about existing historically marginalized group inequities? <i>What does it tell you about root causes or factors influencing historically marginalized group inequities? https://www.solvingdisparities.org/tools/roadmap</i>
e. What performance level data do you have available for your activity? This should include data associated with existing programs or policies.
f. What other sources of data have you gathered or need to review to support the final decision-making of your activity? i. Are there data gaps? ii. What additional data would help analyze the activity? iii. What assistance or resource is needed to obtain better data?
4. Select the Social Determinant of Health (SDoH) areas this activity will or could impact. Reference Worksheet xx and select all that apply.

STEP 3: Engage Those Most Impacted. Awareness.

1. List the populations, community groups, and geographical (service) areas/neighborhoods affected by the issues/inequities related to this activity. Refer to the Population and Service List on-page.
2. Consult with communities most adversely affected by the issues/inequities. See the Community Engagement Spectrum below (Figure 1 City of Gresham enterprise Community Engagement Spectrum). Complete the Community Engagement Spectrum worksheets.
 - a. What do the people most affected by this activity think the important issues are?
 - b. How does this activity align with their priorities? How does it not align?
3. List the community partners and stakeholders (internally and externally) who are already working on this issue.

Figure 1. City of Gresham enterprise Community and Member Engagement Spectrum



Reference: Principles of Community Engagement (Second Edition). June 2011.

City of Gresham is adapting the *International Association for Public Participation Community Engagement Spectrum* which is a nationally recognized model and provides a structured and consistent approach to community engagement. The model emphasizes how community and member engagement is more than a one-time activity; and the requirement for continuous involvement of communities and members in planning and decision making.

The model also recognizes that engagement can occur at any or all levels of the Spectrum to support deepening community and member involvement, understanding, and impact on decisions. All levels of engagement are important and will be influenced by the goal(s) and objective(s) for engaging and the outcome sought. Successful implementation of the Spectrum will require the City of Gresham to assess and acknowledge, through transparent communication, its limitations, and externally imposed constraints.

Before the start of the community or member engagement processes, the City of Gresham commits to using the Spectrum as a guide to determine the most appropriate and meaningful level of participation and a willingness to be transparent about the limitations and constraints throughout engagement/partnership. City of Gresham also recognizes there will be instances when it may be invited to participate as a partner. We will strive to support community-identified priorities with transparency and as needed.

Complete: City of Gresham Community Engagement Spectrum Worksheet. Worksheet B.

STEP 3: Analyze Data. Determine Benefits and Burden. Analysis

1. Collectively, what does the data (this includes conversations with members, community stakeholders, and other external partners) tell you about existing inequities related to this issue that influence people's lives and the places they live, work, play, and age that should be taken into consideration?

Reconsider what the root causes of these inequities are?

2. Which of the population groups is disproportionately burdened by this issue/inequity? Which groups benefit most from the activity? Refer to the **Population and Service Area List** on page XX. Notice any difference in which population you selected from **Steps 1 to 2**.

3. Describe how your activity will improve or cause unintended harm to the population and/or community relationship to the **Social Determinants of Health** areas you listed in **Step 1**?

STEP 4: Advance Opportunity or Minimize Harm. Analysis. Action.

<p>1. How will you enhance the positive or eliminate the negative impacts of this activity?</p> <p>2. For each population/community partner, how will you customize approaches to align with your desired outcomes? Refer to Worksheet “Social Determinant of Health Impact Worksheet”</p>
<p>3. Describe how your original activity (noted in Step 1) needs to be modified or reconsidered. What will stay the same? What will change?</p>
<p>4. Is your plan:</p> <ul style="list-style-type: none">a. Realistic?b. Adequately funded?c. Adequately resourced with personnel?d. Adequately resourced with mechanisms to ensure successful implementation and enforcement?e. Adequately resourced to ensure ongoing data collection, public reporting, and community engagement?f. Time limited? <p>If the answer to any of these questions is no, what resources or actions are needed?</p>
<p>5. Describe the final recommendations(s) or decision(s) made because of this process.</p>
<p>6. Describe your plan for implementation.</p>

STEP 5: Evaluate.

1. How are you measuring success?
2. How are you measuring process change and a shift of normal practice?
3. How will impacts be documented and evaluated? <ul style="list-style-type: none">○ Are you achieving anticipated outcomes?○ Are you having an impact on the community?
4. What is your timeline for regularly assessing impact?
5. When are you following up with the member/community population most impacted by this issue?
6. Have you integrated their feedback into the activity?

Developing and Using a Logic Model in your Evaluation Process: The use of a logic model supports the work of equity, diversity, and inclusion as a business priority and a strategic business function. Use Worksheet 4 to detail your planned work, intended results, and impact. Creating a Logic Model will also help to clarify and answer questions 1 to 3 above.

STEP 6: Ensure Accountability and Ongoing Feedback Loop.

A continuous feedback loop is necessary for continuous quality improvement and advancing racial justice and health equity.

1. What are your messages and communication strategies that will help advance justice and equity for historically marginalized communities?
2. How will you continue to partner and deepen relationships with communities to make sure your work to advance justice, equity, diversity, and inclusion is working and sustainable for the long haul?
3. Share results of your policy, program, practice project, or budget decision, implementation, and evaluation with: <ul style="list-style-type: none">a. The City of Gresham Staff, Community stakeholders involved in your process; andb. City of Gresham Equity, Diversity and Inclusion Steering Committeec. City of Gresham City Council

DRAFT

Barbara J. Love

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Developing a Liberatory Consciousness

Liberatory consciousness is a framework used to maintain an awareness of the dynamics of oppression characterizing society without giving in to despair and hopelessness about that condition and enabling us practice intentionality about changing systems of oppression.

Awareness

Developing the capacity to notice what is going on in the world around us, and continually interrogating our observations from a liberatory perspective.



Analysis

interrogating what we see happening in the world around us from a liberatory perspective. It means asking whether the reality that we can name moves toward deliberation or away from it. If it moves away from liberation, what needs to happen to put it on track toward liberation.



Dr. Barbara J. Love

Accountability

Asking what, if anything needs to happen to move the reality that we are witnessing or experiencing on a path toward liberation, and what our role should be in that movement.



Action/Allyship

Refers to the support that we provide each other in mirroring our liberatory intentions back to each other, and the assistance we provide to each other in adjusting our perspective, language, and behavior in the course of our work, and the pursuit of liberation.



[Barbara J Love, Social Justice Education, Multicultural Organizations](#)

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