



EQUITY AND EMPOWERMENT COMMISSION

Thursday, January 17, 2019
6:30 to 8:00 p.m.
Lorraine H. Morton Civic Center
2100 Ridge Avenue, Evanston
Room 2402

AGENDA

1. Call to Order/Declaration of a quorum
2. Approval of meeting minutes of December 1, 2018
3. Public comment
4. **For Consideration**
 - a. Commission's 6-month Work Plan: Review and update
 - b. Equity & Empowerment Ordinance: Review and adopt
5. **For Discussion**
 - a. Commissioner's terms of office
 - b. Equity Framework, Strategy 1, Define key definitions
 - c. Equity Framework, Strategy 2, community engagement policy
 - d. Equity Framework, Strategy 3, define data needs
 - e. Equity Framework, Strategy 4, develop equity lens; appoint committee
6. **Items for communication**
7. **Staff Reports**
 - a. Report to Human Services Committee
8. Adjournment

Next meeting:
Thursday, February 21, 2019
6:30 to 8:00 p.m.
Lorraine H. Morton Civic Center

**2100 Ridge Avenue, Evanston
Room 2402**

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EQUITY AND EMPOWERMENT COMMISSION

Saturday, December 1, 2018, 8 a.m. to 1 p.m.

One Rotary International

1560 Sherman Avenue, Evanston, IL 60201

Commission Members Present: A. Ibañez, K Lyons, J. Corbier de Lara, J. Grover, D. Holmes, T. Eberhart, M. Wynne

Absent: M. Vela, M Dillard

Staff Present: P. Efiom, P. Martínez

1. Call to Order/Declaration of a quorum

Comm. Grover called to order at 8:11 a.m.

2. Approval of meeting minutes of December 1, 2018 meeting

Approved 7-0

3. Public comment

No public comment

4. For Consideration

- a. 2019 Monthly meeting dates – 4th Thursday's conflict with Alderman Wynn's Quarterly Ward meetings

Meetings on the third (3rd) Thursday of the month were proposed for 2019.

January 17

February 21

March 21

April 18

May 16

June 20

July 18

August 15

September 19

October 17

November 21

December 19

Vote was called; motion carried unanimously.

5. For Discussion

a. Commission Budget

Ald. Wynne provided an update on approved City Budget for 2019. No budget was passed by City Council for the Office of Equity & Empowerment.

For Action:

1. Invite City Council members to undergo equity training.
2. Design a strategy for the Equity & Empowerment commission to become an official part of the budget process in 2020.
3. Invite City Council members and departments heads to attend An Equity & Empowerment Commission meeting.

b. Report from Commissioner Lyons on Police Chief hiring process

Comm. Lyons participated in the Police Chief interview panel process. Five candidates were interviewed. Interview panels made recommendations to the City Manager. At the request of the Mayor, the Commission sent packets to each of the finalists containing information about the City's equity efforts.

6. Equity Training

Tiffany McDowell, YWCA Northshore Equity Institute Director and Eileen Heineman, YWCA Northshore Manager of Community Outreach provided training based on the Annie E. Casey Foundation's Equity Guide.

7. An overview of the Equitable Evanston Plan was provided by Dr. Efiom.

8. Meeting adjourned at 1 p.m.

Equity and Empowerment Commission

6-MONTH WORKPLAN, 2018-2019

Revised October 2018

TASK	September	October	November NO MEETING	December	January	February	March
Equitable Evanston (equity framework)							
Strategy 1: Define key concepts	Staff draft, Commission discussion Committee: Tim, Julie, Pat	Commission approval		Present to Human Services Committee, 12/3/18			
<i>Resources, meeting packet</i>	<i>Staff draft</i>	<i>Revised draft</i>		<i>Memo to HS Committee</i>			
Strategy 2: Develop community engagement policy and tool	Committee (Alejandra, Delores) to draft	Commission discussion		Commission approval			
<i>Resources, meeting packet</i>		<i>Committee draft</i>		<i>Revised draft</i>			
Strategy 3: Define data needs, gather data	Committee (Kathy and Pat) to draft	Commission discussion		Commission approval			
<i>Resources, meeting packet</i>		<i>Committee draft</i>		<i>Revised draft</i>			
Strategy 4: Develop equity lens, systems analysis		Assign committee	Racial equity training. Committee: Alejandra and Pat	Committee to draft	Commission discussion	Commission approval	

<i>Resources, meeting packet</i>				<i>Committee draft</i>	<i>Revised draft</i>		
Strategy 5: Develop evaluation tool	Assign committee			Committee to draft	Commission discussion	Commission approval	Present to Human Services Committee, 3/4/19
<i>Resources, meeting packet</i>					<i>Committee draft</i>	<i>Revised draft</i>	
Strategy 6: Recommend equity goals	Assign committee Committee: Mario			Committee to draft	Commission discussion	Commission discussion	Commission approval
<i>Resources, meeting packet</i>					<i>Committee draft</i>	<i>Revised draft</i>	
Strategy 7: Ongoing work		Appoint committee		Commission discussion	Commission discussion	Commission discussion	Commission discussion
<i>Resources, meeting packet</i>							
Translation services policy		Staff to research (add comparables)			Staff to draft, Commission discussion	Commission approval	Present to Rules Committee, 12/3/18
<i>Resources, meeting packet</i>	<i>Research: existing City contract; when are services requested, type of services, standard accessibility language; school district services.</i> <i>Staff draft</i>	<i>Revised draft</i>		<i>Memo to Rules Committee</i>			
EPL equity consulting report	Commission discussion						

<i>Resources, meeting packet</i>	<i>EPL report (DeEtta Jones, consultant)</i>						
Commission workplan	Committee (Alejandra and Jane) to draft; Commission discussion	Commission approval [done]					
<i>Resources, meeting packet</i>	Draft workplan	<i>Revised draft workplan</i>					
Commission budget	Committee (Delores, Monte) to draft, Commission discussion	Commission approval	[City Council approval of FY2019 budget?]	[City Council approval of FY2019 budget?]			
<i>Resources, meeting packet</i>	<i>FY2018 expenses; Committee draft for FY2019 (estimate of training, consulting, speaking expenses, etc.)</i>						
July 2018: Adopted of Annie E Casey Foundation race equity guide as model for Equitable Evanston framework.							
July 2018: Adopted of race equity priority, internal/City of Evanston focus. for race equity framework.							
September 2018: Adopted Six-Month Workplan, 2018-2019.							

For future Commission consideration:

- Professional development
 - Community orientation:
 - Black Business Consortium Tour
 - Snapshot Evanston (Evanston Community Foundation)
 - Guest speakers, discussions:
 - Terry Keleher, Director of Strategic Innovations, [Race Forward](#)
 - Diversity and inclusion training
 - Terry Keleher, Director of Strategic Innovations, [Race Forward](#)

- Tasks
 - Environmental justice ordinance
 - FY2019, FY2020 budgets
 - Truth and reconciliation, community restorative justice initiative

- Prospective meeting hosts
 - School District 65
 - Second Baptist Church
 - Foster Senior Club
 - Fleetwood-Jourdain Community Center
 - Gibbs Morrison Community Center
 - Levy Recreation Center
 - Y.O.U.
 - St. Nicholas Catholic Church
 - McGaw YMCA (background on Emerson Branch YMCA)
 - Evanston Community Foundation
 - Northwestern University
 - St. Francis Hospital
 - Beth Emet Synagogue

- Meeting hosts

- Shorefront Legacy Center (April 2018)
- Center for Independent Futures (May 2018)
- Students Organized Against Racism, Evanston Township High School (June 2018)
- Joining Forces, Connections for the Homeless (July 2018)
- Evanston/Northshore YWCA (September 2018)

Proposed Equity & Empowerment

Proposed Equity & Empowerment

ORDINANCE

CHAPTER XX – OFFICE OF EQUITY & EMPOWERMENT

For the purposes of this section, the following definitions shall apply:

Equity Justice for all residents which includes fair treatment and meaningful engagement with respect to all decisions, practices and policies regardless of race, color, national origin or income.

Racial Equity The development of policies, practices and decision making processes to reverse racial disparity trends, eliminate institutional racism, and ensure that outcomes and opportunities for all people are no longer predictable by race.

Racial Equity Action Plan A comprehensive plan to incorporate and embed racial equity principles and strategies into operations, programs, services and policies.

Racial Equity Framework A comprehensive approach and understanding of racial equity principles and strategies that clearly articulates the differences between individual, institutional and systemic racism as well as implicit and explicit bias

Purpose

Through this ordinance, and the creation of the Office of Equity & Empowerment the City declares and documents its intent to purposefully integrate, a racial equity framework that will advance racial equity in all City operations with the goal of achieving equity for all people. Such intent is the City's direct and long term commitment to apply and embed racial equity principles in all decision making throughout the City's services, practices and policies.

Responsibility of all City Departments

Each department shall be responsible for working with the Office of Equity & Empowerment to ensure alignment of their work with the City's racial equity framework and in advancing the work of the Office of Equity & Empowerment. Each department shall incorporate race equity goals into departmental goals and budgetary planning. Each department shall also set metrics and collect data regarding progress toward equity goals. Such data shall be available to the Office of Equity & Empowerment

Responsibility of the Office of Equity & Empowerment

1. Developing and adapting a racial equity framework that clearly articulates vision, purpose and definitions to guide departments in incorporating racial equity principles into their operations, programs, services and policies.

Proposed Equity & Empowerment

2. Coordinating and supporting efforts by all departments to increase racial equity in all City operations, including but not limited to assisting departments with:
 - a. Developing guidelines for outreach and community engagement to ensure that all communities receive information and have the opportunity to shape City policies and services; specifically setting community engagement goals that identify and target populations that will be most negatively impacted by department decisions, services, and policies.
 - b. Providing a forum for exchange of information and identification of opportunities for collaboration across departments on practices that advance racial equity;
 - c. Developing, setting and/or supporting workforce diversity, diversity of boards and commissions, and any other goals that impact the racial equity framework;
 - d. Interdepartmental collaboration regarding equity goals
 - e. Working with the human resources department in designing and/or ensuring the City offers a broad based training and capacity building curriculum;
 - f. departments in their inclusion of racial equity principles in all aspects of strategic planning and budget planning;
 - g. Identifying focus areas and supporting the development of policies and actions that improve racial equity in City practices including hiring, training, retention and promotion and business practices such as contracting, and procurement;
 - h. Developing analytical tools to support all departments in identifying the racial equity impacts of policies and decisions;
 - i. Analyzing data in collaboration with pertinent city departments and creating and maintaining a website and other informational tools that document the City's efforts and progress in advancing racial equity;
 - j. Staffing, the Equity & Empowerment Commission and, as applicable, any community advisory boards that are or may be tasked with advancing the City's racial equity efforts;
 - k. Developing, in coordination with departments, community partners and policymakers, the City's racial equity action plan, and monitoring progress of its implementation; and

Proposed Equity & Empowerment

1. The Chief Equity Officer shall provide to the city council on at least an annual basis, a formal report in a council committee on the progress in advancing racial equity, including progress on the City's racial equity action plan and specific departmental progress towards that impact the racial equity framework. The report may also include recommendations regarding possible improvements to these goals.

Evanston Equity Framework

Central to the City of Evanston’s goal of becoming the most livable city in the United States is the commitment to achieve equity in the city’s operations for the benefit of all residents, city staff, and elected officials, especially for those historically underserved by the city and presently disempowered from civic participation by the structures and practices of racism, classism, sexism, ethnocentrism, chauvinism, heterosexism, ableism, ageism, environmental discrimination, and other forms of inequity. One of the key strategies the city will use in achieving this goal is the adoption of an equity framework to be applied in examining, evaluating, and making necessary changes to city services, programs, facilities, community engagements, human resource practices, decision-making processes, and budgets.

The following definitions and concepts will help guide the implementation of the Evanston Equity Framework in realizing a more equitable and empowered community.

Definitions and Concepts¹

Privileged/Dominant persons and groups are systematically advantaged by society not because of earned merit but solely on the basis of their personal/group identity. **Privileges** are benefits available to some but not others, and usually at the expense of others, based on dominant social group membership. In our society, those who live with unearned privilege are wealthy, male, white skin-colored, cis-gendered, heterosexual, adult, Christian, U.S. born, English-speaking, with citizenship, and able-bodied.

Marginalized/Disadvantaged persons and groups are systematically disadvantaged by society not because of deserved mistreatment but solely on the basis of their personal/group identity. In our society, those who live with undeserved mistreatment are poor, female, black, brown, red, olive, and yellow skin-colored, lesbian, gay, bisexual, transgender, queer, intersex, or asexual, disabled, young or old, foreign born, without citizenship, non-English-speaking, and non-Christian.

Social identity describes the totality of a person’s individual make-up, including race, socioeconomic status, gender, ethnicity, age, physical or mental ability, living/working environment, religion, and sexual orientation. **Social location** describes persons’ existence in society as determined by their individual identities in relationship to others and society. Most everyone has some identities that entail unearned privilege and yet others that include undeserved disadvantage. For example, a poor, white male may be privileged in our society because of his gender and race but disadvantaged because of his economic status, whereas a wealthy black female might be privileged due to her class position but still unfairly

¹ For a more in-depth exploration, see *Readings For Diversity And Social Justice, 4th edition* (New York: Routledge, 2018), edited by Maurianne Adams, Warren J. Blumenfeld, D. Chase J. Catalano, Keri Dejong, Heather W. Hackman, Larissa E. Hopkins, Barbara Love, Madeline L. Peters, Davey Shlasko, and Ximena Zúñiga.

Updated Definitions

disadvantaged and even disrespected, regardless of her professional achievements, solely because of her gender and race.

Diversity represents the various differences that exist among social identity groups and persons including but not limited to race and ethnicity, gender and sexuality, class, religion, living/working environment, ability or disability, marital status, physical appearance, and age. Absent an equity perspective, diversity and multicultural approaches most often end at the recognition and celebration of differences without *also* addressing the ways these differences are directly related to social group inequities.

Inequity is based in socially-constructed *beliefs* that differentiate and then rank personal and social identities in a hierarchy of value and importance. White racism, for example, is rooted in the unscientific and unverifiable belief that lighter skin-colored persons are of greater worth than darker skin-colored persons. At the same time, inequity is also the *social practice* of conferring unequal privilege, power, advantage, respect, and validity to persons and groups based upon their social location in that hierarchy. Those who are deemed disabled in our society, for example, face a host of practical challenges as they navigate systems, built environments, and attitudes that those deemed fully-abled do not. Inequities function at three overlapping *levels* of society: the interpersonal (micro), the institutional (meso), and the structural/systemic (macro). Finally, inequities are manifest through indirect and direct *acts* of discrimination, stereotyping, microaggression, exclusion, disempowerment, marginalization, degradation, disrespect, violence, and more.

Equity is a *goal* for the full and equal participation of persons of all social identities in communities, institutions, and society structured for the benefit of everyone. Equity is also a *process* marked by inclusive access, democratic empowerment and participation, respectful engagement, and the socially fair and ecologically sustainable distribution of goods and services for all persons, groups, and places.

Intersectionality is a perspective that recognizes how multiple forms of inequity overlap to disadvantage the most marginalized social groups in society. For example, persons who are poor, black, and transgender will experience greater and more exponentially-harmful levels of discrimination and disempowerment than those who are wealthy, white, cis-gender, heterosexual, and female. At the same time, an intersectional perspective rejects attempts to reduce all inequities into one primary form of discrimination, understanding that each form of inequity has unique causes, dynamics, and consequences. Not all forms of discrimination are tied to class status, for example, or to race, or to gender/orientation, or to ability. An intersectional approach therefore seeks to recognize the connections between inequities while not collapsing analyses of problems and proposals for equitable solutions.

Racism is an inequitable system of interpersonal, institutional, and structural beliefs and practices that benefit those deemed white and disadvantage those deemed non-white by society.

Classism is an inequitable system of interpersonal, institutional, and structural beliefs and practices that benefit those who are wealthy and disadvantage those who are poor in society.

Updated Definitions

Sexism is an inequitable system of interpersonal, institutional, and structural beliefs and practices that benefit those deemed male/masculine and disadvantage those deemed female/feminine by society.

Ethnocentrism is an inequitable system of interpersonal, institutional, and structural beliefs and practices that benefit European-American, Northern, and Christian cultures and disadvantage all other ethnic, regional, and a/religious cultures.

Chauvinism in its nationalistic form is an inequitable system of interpersonal, institutional, and structural beliefs and practices that benefit those who are born in the United States, are U.S. citizens, and/or speak English and disadvantage those who are not born in the United States, are not U.S. citizens, and/or do not speak English.

Heterosexism is an inequitable system of interpersonal, institutional, and structural beliefs and practices that benefit those who are heterosexual and cisgender and disadvantage those who are lesbian, gay, bisexual, transgender, queer, intersex, or asexual.

Ableism is an inequitable system of interpersonal, institutional, and structural beliefs and practices that benefit those deemed fully-abled and disadvantage those deemed dis-abled by society.

Ageism is an inequitable system of interpersonal, institutional, and structural beliefs and practices that benefit adults and disadvantage children, youth, and the elderly in society.

Environmental Discrimination operates through an inequitable system of interpersonal, institutional, and structural beliefs and practices that environmentally benefit dominant groups (e.g. rich, white) and environmentally disadvantage marginalized groups (e.g. poor, black) in society.

Equity Framework

An equity framework is designed to ensure the achievement of equity in decisions, policies, programs, and budgets. Since society is presently structured for the benefit of some and the disadvantage of others, inequities will continue to be perpetuated, including by individuals and institutions that don't understand themselves to be discriminatory, unless direct, explicit, and focused attention is given to achieving the goal of equity through equitable processes.

City of Evanston

Draft Community Engagement Policy

Policy Statement: The City of Evanston values equitable community engagement, processes and activities that contribute to program, policy and services decisions by providing City Council with the best possible information to support decision making.

The purpose of this policy is to ensure that the City of Evanston: Achieves an equitable, consistent, coordinated and outcomes-driven approach to community engagement; Facilitates community input to decision making through effective and efficient involvement, collaboration and empowerment processes; and assures that community engagement is consistent and includes communities that have historically been excluded .

This policy does this by describing:

- The conditions under which the policy will be applied
- The role of decision-makers in public engagement
- The importance of respectful and safe discussion
- A clear definition of community engagement
- Key supporting elements for community engagement

This policy is supplemented by the Public Engagement Procedure which will guide the implementation of the policy and outlines the key administrative components of community engagement.

This policy is informed by the city of Evanston's Racial Equity framework.

Application:

The policy applies to all of the City's policies, programs, and services that have an impact on the public. Community engagement should support decision making processes for:

- Designing or implementing a new policy, program, or service
- Evaluating, changing or ending an existing policy, program, or service
- Responding to a community-initiated request

This Policy applies to Community engagement regarding all of the City's policies, programs, and services whether they are planned and delivered by City staff, or external contractors or community volunteers.

Role of Decision Makers

The role of decision makers - in Community engagement is to strive for the best understanding of the public's views and perspectives on topics and issues, consider

community input in decision making and communicate to the public how their input was used and why decisions were made.

Community engagement offers the opportunity for staff to:

- Strengthen its role as community representatives through a better understanding of the interests, values, and perspectives of the public.
- Identify areas where Community engagement can and will make a meaningful difference to decisions.
- Promote and direct the public to Community engagement activities,
- Carefully and thoughtfully consider public input as part of the decision-making process,
- Ensure Community expectations for Community engagement opportunities and influence are balanced with the awareness of resource capacity, fiscal realities, and other important context and considerations, and
- Clearly explain the rationale for decisions and how public input was used in decision making.

Accessible, Safe, and Respectful Discussion

The policy also recognizes that the discussion that underlies Community engagement activities will be accessible, safe and conducted in a respectful manner by all participants – City Council, City staff, stakeholders and residents.

Definition of Community Engagement

Community Engagement is the set of activities undertaken by the City Council, City staff, stakeholders, and residents by which members of all four groups can contribute input to the decision makers on City policies, processes and services. It includes the communication and full accessibility to all participating parties of how public input is collected and used.

Public Engagement Spectrum

The Public Engagement Spectrum is a tool that explains the four roles the public can play when they participate in City of Evanston public engagement activities. As you move within the spectrum, there is an increasing level of public influence and commitment from the City and the public.

- Advise - The public is consulted by the City to share feedback and perspectives that are considered for policies, programs, projects, or services.
- Refine - The public is involved by the City to adapt and adjust approaches to policies, programs, projects, or services.
- Create - The public collaborates with the City to develop and build solutions regarding policies, programs, projects, or services. This can include community initiated engagement.

- **Decide** - The public is empowered to make decisions directly or on behalf of the City about policies, programs, projects, or services.

Guiding Principles for Public Engagement

Shared responsibility – Engagement of people in an authentic way contributes to equitable and sustainable solutions to challenging issues.

Relationship-building and perspective seeking - Meaningful engagement values all perspectives and community experiences; it recognizes that respect and equitable processes foster trust and stronger relationships.

Proactive, timely, and transparent - People have enough time and notice to engage early in the process which clearly communicates how input will be assessed and used during engagement and reported on afterwards.

Inclusive and accessible – Community Engagement planning and delivery is inclusive and accessible, which includes but is not limited to language accessibility and physical accessibility. It encourages two-way conversations and strategies that reach diverse communities and ensure people feel and are heard and know their input is valued.

Innovative and continuously improving – The City of Evanston strives to aspire to co-create and embrace new and better engagement processes resulting in a sound approach to evaluating success.

Supporting Activities for Public Engagement

Communications - The City and the public are informed about, listen and learn about City policies, programs, and services through accessible, clear, and transparent communications focused on plain language, active listening, and responsiveness. This is a key activity underlying all four levels of the public engagement spectrum.

Project management - Carrying out engagement within a project management process.

Decision making - Clearly identifying decisions, decision makers and decision-making processes for every public engagement process.

Relationship Building - Developing and enhancing relationships through meaningful dialogue based on respect and trust.

Capacity Building - Providing the knowledge and tools to engage by building capacity internally and within communities.

Leadership Development - Building community and staff leadership by facilitating leadership development opportunities.