

## **EQUITY AND EMPOWERMENT COMMISSION**

Thursday, February 21, 2019, 6:30 to 8:00 p.m.  
Lorraine H. Morton Civic Center  
2100 Ridge Avenue, Evanston  
Room G300

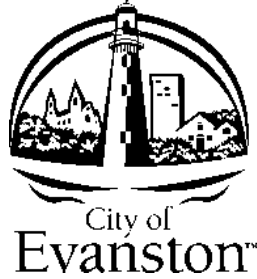
### **AGENDA**

1. **Call to Order/Declaration of a quorum**
2. **Approval of meeting minutes of January 17, 2019**
3. **Public comment**
4. **Age Friendly Task Force Presentation**
5. **For Consideration**
  - a. Equity Definitions and Concepts
6. **For Discussion**
  - a. Draft Equity Framework
  - b. City Council Goals Measurements
7. **Items for communication**
8. **Staff Reports**
  - a. Report on Presentation to the Human Services Committee
  - b. Language Access Policy
9. **Adjournment**

### **Next meeting:**

**Thursday, March 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**

**Thursday, January 17, 2019, 6:30 p.m. to 8:00 p.m.  
Lorraine H. Morton Civic Center  
2100 Ridge Avenue, Evanston, Room G300**

**Present:** J. Grover, M. Wynne, M. Vela, J. Corbier de Lara, M. Dillard, T. Eberhart, A Ibanez (6:50 arrival)

**Absent:** K. Lyons, D. Holmes

**Staff:** P. Effiom, P. Martínez

1. Call to Order/Declaration of a quorum  
Comm. Grover called the meeting at 6:33 p.m.
2. Approval of meeting minutes of December 1, 2018  
Approved 6-0
3. Public comment  
Ms. Doreen Price person spoke about affordable housing and support for home rehabbing.  
  
Ms. Tina Payton spoke about the need for affordable housing units.  
  
Mr. Sutton spoke about the loss of population in the 5<sup>th</sup> Ward and the overall loss of Black residents in Evanston.
4. **For Consideration**
  - a. Commission's 6-month Work Plan: Review and update**Actions:**  
Dr. Effiom recommends changing the strategy from assessing needs to gathering data and then assess the data.

Comm. Grover suggested to have the equity lens tool reviewed by staff and the Legal Department, and publish it with the assistance of a graphic designer, in order to make the equity lens tool user friendly.

Comm. Grover, Ald. Wynne, and Dr. Effiom will develop the equity lens tool. This item will come back to the Commission in February or March.

Strategy 5: Evaluation of Process/Measurements – Comm. Dillard and Comm. Lyons were assigned to be in this subcommittee.

Translation services policy

Dr. Effiom and Paulina Martínez will work with a staff working group to create a language access policy.

P. Effiom will provide an updated report of status of current efforts at the February meeting.

The Commission will review the Environmental Justice Ordinance in a future meeting.

Comm. Corbier de Lara suggested reviewing access of children to summer camps, and other creation activities and services.

- b. Equity Framework, Strategy 1, Define key definitions

**Actions:**

Comm. Corbier de Lara moved to lead key terms with race and then alphabetize the disadvantaged groups listed in the opening paragraph. All other terms to be alphabetized.

Comm. Vela second.

M. Wynne moved to adopt Key Definitions

M. Vela second.

Approved 7-0

- c. Equity & Empowerment Ordinance: Review and adopt

**Actions:**

Comm. Grover stated that rather than an ordinance, the commission should recommend a resolution, since an ordinance is a piece of legislation that would require extensive work with the City Council members, and be approved by City Council.

Ald. Wynne suggested targeting June or September to bring forth a resolution.

5. **For Discussion**

- a. Commissioner's terms of office

**Actions:**

Bylaws will be reviewed to implement staggered terms. Dr. Effiom will work with legal to present amendment at February meeting.

- b. Equity Framework, Strategy 2, community engagement policy  
Proposed community engagement policy calls for City Council to undergo equity training.

Plan also is cautious of not calling out specific efforts by other cities, but rather using field's best practices.

A revised draft to be presented at the the next Equity & Empowerment Commission meeting.

- c. Equity Framework, Strategy 3, define data needs
- d. Equity Framework, Strategy 4, develop equity lens; appoint committee  
To go to Human services in April

6. **Items for communication**

7. **Staff Reports**

- a. Report to Human Services Committee

8. **Adjournment**

Meeting adjourned at 8:15 p.m.

## Evanston Equity Framework

Central to the City of Evanston's goal of becoming the most livable city in the United States is its commitment to achieve equity in the city's operations for the benefit of all residents, city staff, and elected officials. The City seeks to promote equity for all residents, and especially for those historically underserved by the City and disempowered from civic participation by the structures and practices of racism, classism, sexism, ableism, ageism, ethnocentrism, chauvinism, environmental discrimination, heterosexism, and other forms of inequity. This Equity Framework supports and implements the City Council's goal to "Ensure Equity in All City Operations."

The Evanston Equity Framework is a process that uses a racial justice focus to improve planning, decision-making, and resource allocation to create more racially equitable decisions, policies, operations, and programs. It is a set of principles, definitions, questions, and processes to address inequity at all levels of municipal governance. Institutionalizing use of a racial equity tool such as this Framework provides the opportunity to develop thoughtful, realistic strategies and timelines to advance racial equity.

### The goals of the Evanston Equity Framework:

- A City of Evanston workforce reflects the community it serves.
- Inclusive and meaningful community outreach and engagement in planning, decision-making, and evaluation.
- Equitable delivery of services, fair and just distribution of resources and opportunities.
- Commitment to equity in decision-making, with transparency and collaboration.
- Accountability for measurable outcomes.

### Core concepts

Establishing a shared language to evaluate data, describe existing conditions, and identify root causes of inequity will make it easier to communicate the City's commitment to equity, both internally and externally. The following definitions and core concepts<sup>1</sup> will help develop a common language for equity and inclusion and guide the implementation of the Evanston Equity Framework.

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<sup>1</sup> For a more in-depth exploration, see *Readings For Diversity And Social Justice, 4<sup>th</sup> 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.

**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 able-bodied, adult, Christian, cis-gendered, heterosexual, U.S born, English-speaking, with citizenship, male, wealthy, and white skin-colored.

**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 black, brown, red, olive, and yellow skin-colored, disabled, female, lesbian, gay, bisexual, transgender, queer, intersex, or asexual, poor, 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 age, living/working environment, ethnicity, gender, physical or mental ability, race, socioeconomic status, sexual orientation, and religion. 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 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 ability or disability, age, class, gender and sexuality, living/working environment, marital status, physical appearance, race and ethnicity, and religion. 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, including 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.

**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.

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**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

## **[INSERT PUBLIC ENGAGEMENT STRATEGY]**

### **Equity Lens**

A racial equity lens – like an impact assessment – is a tool to evaluate the actual and anticipated effect of proposed policies, practices, programs, plans, and budgets. The equity lens should be used at multiple levels during the decision-making process to inform decisions, similar to environmental impact statements, fiscal impact reports, or risk assessments.

The routine use of a racial equity tool integrates racial equity across all governmental functions. City staff know their jobs best and are well-equipped to integrate racial equity into practice and routine operations. City Council members can use a racial equity lens to set broad priorities and ensure consistency between stated goals and practice.



Community members play a role in ensuring governmental accountability for employment of the equity lens to advance racial equity.

A racial equity lens is a set of questions based on these core inquiries:

- Who will benefit from or be burdened by the particular decision?
- What are the racial equity impacts of this particular decision?
- Are there strategies to mitigate the unintended consequences?

### **Stakeholder analysis**

1. Who is most adversely affected by the decision/policy/program/service?
2. Who faces barriers, bias, or exclusion, related to this decision/policy/program/service?
3. How are people of different racial groups affected by this decision/policy/program/service?
4. How will the decision/policy/program/service be perceived by affected groups?
5. What are the ways can stakeholders adversely affected by the decision/policy/program/service be further engaged?
6. How can community engagement be more inclusive and representative? Who needs to be included or recruited?
7. What has the public engagement process revealed about that produce or perpetuate racial inequity?

### **Data analysis**

1. What social conditions or determinants are at play, such as poverty, housing segregation, education?
2. What other compounding dynamics are involved (such as income or gender inequities)?
3. Will the decision/policy/program/service have impact in specific geographic areas (neighborhoods, areas, or regions)? What are the racial demographics of those living in the area?
4. What does the data show about existing racial inequities?
5. What performance level data do you have available for the decision/policy/program/service?
6. Are there data gaps? What additional data would be helpful in analyzing the decision/policy/program/service?

### **Strategies, Impact**

1. Are there racial disparities to eliminate, reduce, or prevent?

2. Does the decision/policy/program/service worsen or ignore existing disparities?
3. How can those most adversely affected by the decision/policy/program/service be involved in solving it?
4. What are potential unintended consequences? How can negative impacts be mitigated?
5. What is a specific change in the decision/policy/program/service that could help produce more equitable outcomes?
6. How will your proposed solution address root causes and advance systemic change?
7. Does the proposal have clear goals, plans, and timetables for implementation, with sufficient funding, staffing, public reporting, accountability, and evaluation?

**Examples of how an equity lens can be applied:**

1. A reduction of hours at a community center includes conversations with those who use the community center as well as staff who work there.
2. Before implementing a new fine, people from the demographic most represented in those fined are surveyed to learn the best ways to minimize negative impacts.

[more?]



## Memorandum

To: Equity and Empowerment Commission

From: Paulina Martínez, Assistant to the City Manager

CC: Patricia Effiom, Equity Chief Officer

Subject: 2019-2020 City Council Goals Measurements

Date: February 19, 2019

### **Summary:**

The City Council met on February 12 to discuss initial ideas for the 2019-2020 goals, which are outlined below.

On February 18, 2019, City Council selected two meetings for discussion of 2019 and 2020 Goals. These dates with the goals to be discussed at each meeting are:

- Saturday, March 2, 2019, 9 a.m. – Invest in Infrastructure and Facilities; Stabilize Long-Term City Finances
- Monday, March 18, 2019, 6 p.m. – Enhance Community Development and Job Creation

City Council also agreed that goals of equity and climate resiliency should be considered through all of these goals. To achieve this, staff will work with the Equity and Empowerment Commission to identify indicator and/or an outcome measurement tool that intertwines Equity in all three goals.

#### **1. Invest in Infrastructure and Facilities**

- Long-range needs, planning for how to meet these needs
- More effort to set aside funds for long-term maintenance of our assets (e.g. Crown Maintenance Fund, Parking Fund)

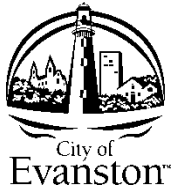
#### **2. Enhance Community Development and Job Creation**

- Track business relocation to Evanston

- More focus on transportation accessibility. Future reports describe the location of transportation projects and impact on surrounding community.
- Identify metrics and data to evaluate workforce development program
- Track average household income; total number of living wage jobs
- Track post-secondary acceptance rates and compare with graduation rates
- Identify targeted industries for job growth and connect with community employment training programs, particularly Oakton Community College.

### **3. Stabilize Long Term City Finances**

- Track and analyze historic property tax trends
- How to diversify and expand revenue to meet needs into the future
- Make responsible long-term financing decisions for infrastructure and facilities
- Uncertainty of state government budgetary choices under new governor
- Track and analyze historic property tax trends
- How to diversify and expand revenue to meet needs into the future
- Make responsible long-term financing decisions for infrastructure and facilities
- Uncertainty of state government budgetary choices under new governor



# Memorandum

To: Chair and Members of the Human Services Committee

From: Paulina Martínez, Assistant to the City Manager

C: Patricia Efiom, Chief Equity Officer

Subject: Limited English Language Access Policy Update

Date: January 31, 2019

## Summary:

The creation of a language access plan for the City of Evanston has been a topic of discussion for the last year and a half, as it is legally mandated for any program and/or entity that benefits from federal funds to provide limited English proficient (LEP) individuals with meaningful access to programs and activities under various statutory and regulatory requirements including but not limited to:

- Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.
  - <https://www.justice.gov/crt/fcs/TitleVI-Overview>
- Executive Order 13166, “Improving Access to Services for Persons with Limited English Proficiency”;
  - <https://www.govinfo.gov/content/pkg/FR-2000-08-16/pdf/00-20938.pdf>

Therefore, the City Manager’s Office proposes to convene a group of public-facing staff members to collect and compile relevant data that will help draft a language access policy for the City of Evanston.

## Background:

In 2017, six staff members gathered to discuss the need for a language access policy. From this meeting, general guidelines were drafted to begin the creation of a policy, as attached.

Based on American Community Survey Results from 2011-2016, 8% of the Evanston population is considered individuals with limited English proficiency. The top two populations are the Spanish-speaking population and the Chinese-speaking population, which account for 5% of those with limited English proficiency.

Discussion:

The language access policy will be created and reviewed under the guidance of the Equity and Empowerment Commission and the Human Services Committee.

After reviewing other cities' language access plans and guidelines, the following the process will be followed in order to draft a language access policy:

1. Convene a group of public-facing staff working group from each department and/or divisions
2. Perform Four Factor Analysis
  - a. Factor 1: Determining the number and proportion of LEP persons served or encountered in the service area.
  - b. Factor 2: Determine the frequency with which LEP individuals come into contact with City programs, activities, and services.
  - c. Factor 3: Determine the importance to LEP persons of your program activities and services.
  - d. Factor 4: Determine the resource available to the recipient and costs.
3. Collect data and continue researching best practices from comparable communities
4. Seek input from key organizations and community members
5. Draft plan and quantify monetary value of services and staff manpower to implement
6. Solicit community input
7. Release plan

Timeline:

Based on the reviewed policies, staff proposes that a 12-month period is allocated to create and implement a language access plan for the City of Evanston. Staff will report quarterly to the Human Services Committee and the Equity and Empowerment Commission of the policy's progress. In the meantime, we will continue using the attached guidelines.

Attachments:

Language Access Guidelines, 2017



## Language Access Guidelines

### Policy:

The purpose of this Language Access Policy is to ensure that reasonable steps are taken to ensure that residents with Limited English Proficiency (LEP)\* have meaningful access and equal opportunity to fully participate in programs and services offered by the City of Evanston.

The policy also provides for communication of information contained in vital documents that have financial implications for residents; this can include parking tickets, water bills, registration and for programs and services that require fees and securing legal documents such as passports.

Currently the City does not employ professionally trained translators however we do have bi-lingual staff who have volunteered to assist. A list of those staff volunteers can be found on the City's intranet. In addition, staff and residents can access the Language Line by calling 311. If your department is in need of written translation services, please contact Martha Logan the Community Engagement Office.

While all staff are being provided with this policy, staff that may have direct contact with LEP individuals will be provided training.

The Office of Equity & Empowerment will convene a Language Access Committee to establish guidelines for translation of vital documents into additional languages as needed. As the Committee continues its work, the Office of Equity & Empowerment will monitor and update this policy.

### Procedures:

#### Step 1: Identifying LEP residents and their language

**Staff members** will identify the language and communication needs of the LEP person and contact the appropriate staff person. In addition, when records are kept of past interactions with residents, the language used to communicate with the LEP person will be included as part of that record.

#### Step 2: Getting assistance

Once the language the resident speaks has been identified, there are several things you can do to get the assistance you need.

1. Contact the appropriate bilingual staff member or
2. Contact 311 to access the language line.

**Step 3:                    Written language translations**

We currently do not provide written translation for individuals; however departments can request such services by contacting Martha Logan in the Community Engagement Dept. If there are costs associated with the translation, the requesting department will be responsible for those costs.

**Step 5                    Monitoring Language needs and implementation**

On an ongoing basis, the Office of Equity & Empowerment will assess changes in demographics and types of services needed. In addition, the Office will regularly assess the efficacy of these procedures, including but not limited to access to interpreter and translation services. In addition complaints filed by LEP persons, feedback from residents, staff and community partners, will be monitored and benchmarks for translation of vital documents into additional languages will be set.



**Evanston Equity and Empowerment Commission**

**WORKPLAN, 2018-2019**

**Revised January 2019**

TASK	September	October	November NO MEETING	December	January	February	March	April	May
<b>Equitable Evanston</b> (equity framework)									
<b>Strategy 1: Define Equity Concepts</b>	Staff draft, Commission discussion (Tim, Julie, Pat)				<b>Commission approval [done]</b>	<b>Present to Human Services Committee</b>			
<i>Resources, meeting packet</i>	<i>Staff draft</i>	<i>Revised draft</i>				<i>Memo to HS Committee</i>			
<b>Strategy 2: Develop community engagement policy and tool</b>	Committee (Alejandra, Delores) to draft	Commission discussion				<b>Commission approval</b>			
<i>Resources, meeting packet</i>		<i>Committee draft</i>		<i>Revised draft</i>					
<b>Strategy 3: Gather data, assess data needs (project- based)</b>									
<i>Resources, meeting packet</i>		<i>Committee draft</i>		<i>Revised draft</i>					
<b>Strategy 4: Develop equity lens, systems analysis</b>		Assign committee	Racial equity training. Committee: Alejandra and Pat	Committee to draft	Assign committee (Melissa and Jane)	Commission discussion	<b>Commission approval</b>		
<i>Resources, meeting</i>						<i>Committee draft</i>	<i>Revised draft</i>		

<i>packet</i>									
<b>Strategy 5: Develop evaluation tool (project-based)</b>				Committee to draft	Assign committee (Monté and Kathy)		Commission discussion		
<i>Resources, meeting packet</i>							<i>Committee draft</i>		
<b>Strategy 6: Recommend equity goals</b>					Assign committee (Mario)  Note: City Council discussion January 30				
<i>Resources, meeting packet</i>						<i>Committee draft</i>			
<b>Strategy 7: Ongoing work</b>		Appoint committee		Commission discussion	Commission discussion	Commission discussion	Commission discussion		
<i>Resources, meeting packet</i>									
<b>Translation services policy</b>							Staff to report on City policy		
<i>Resources, meeting packet</i>						<i>Staff memo: existing City policy, contract, type of services, standard accessibility language; school district services.</i>			
<b>EPL equity consulting report</b>	Commission discussion								
<i>Resources, meeting packet</i>	<i>EPL report (DeEtta Jones, consultant)</i>								

<b>Commission workplan</b>	Committee (Alejandra and Jane) to draft; commission discussion	<b>Commission approval [done]</b>			<b>Commission revisions [done]</b>				
<i>Resources, meeting packet</i>	<i>Draft workplan</i>	<i>Revised draft workplan</i>				<i>Revised workplan for packet</i>			
<b>Commission budget</b>	Committee (Delores, Monte) to draft, <b>Commission discussion</b>	<b>Commission approval</b>	[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>								
<b>July 2018: Adopted of Annie E Casey Foundation race equity guide as model for Equitable Evanston framework.</b>									
<b>July 2018: Adopted of race equity priority, internal/City of Evanston focus on equity framework.</b>									
<b>September 2018: Adopted Six-Month Workplan, 2018-2019.</b>									
<b>January 2019: Updated workplan; adopted key equity concepts.</b>									

**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

- City summer camp programming, Recreation Board consideration of equity
- 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)