

DRAWDOWN: MARIN STRATEGIC PLAN

APPENDIX B: EQUITY IN PRACTICE



DRAWDOWN
MARIN

December 2020

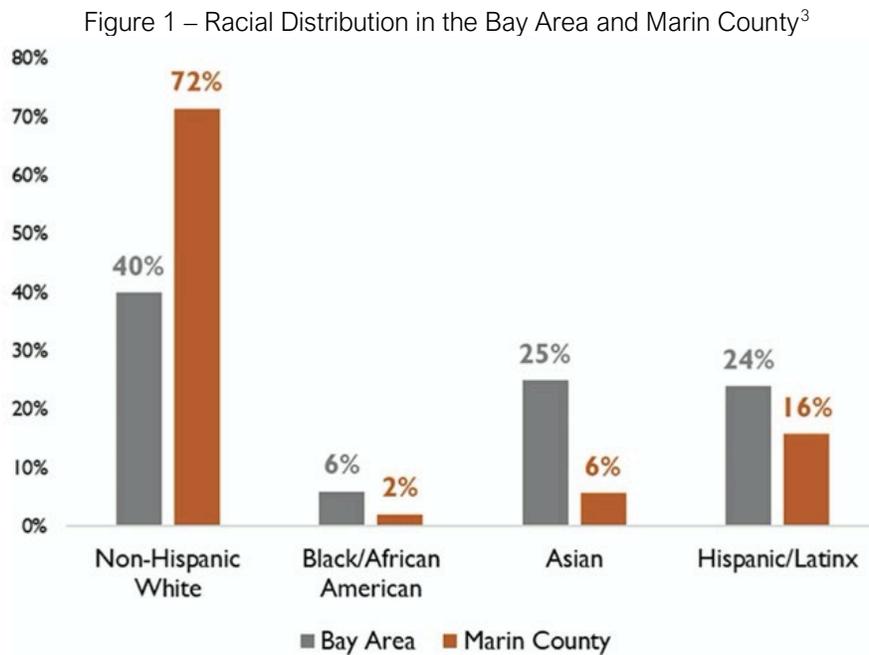
Prepared by County of Marin Sustainability Team

APPENDIX B EQUITY IN PRACTICE

Drawdown: Marin attempted to address equity and integrate it meaningfully into the initiative between 2018-2020. Below is a description of past and existing efforts that informed the recommendations in the Strategic Plan.

NEED TO ADDRESS RACIAL EQUITY IN MARIN COUNTY AND DRAWDOWN: MARIN

Marin’s demographics differ from the State’s and other Bay Area Counties’. According to the 2017 American Community Survey 5-year estimates, Marin County’s racial composition included 72% White (non-Hispanic) whereas the other 8 Bay Area counties’ composition was only 40% White (on average).¹ Since post-World War II, the County has remained geographically segregated by race, with communities of color being concentrated in specific census tracts. Marin County was also rated the most “racially disparate county” in California by RaceCounts². Racial disparity means the “quality of life” (e.g. health access, economic opportunity, housing, education, etc.) outcomes are dependent on one’s race. Several Marin census tracts and communities, even those located directly adjacent, experience stark outcomes differences and this is inequitable. Additionally, these leads to less overall social cohesion between communities and therefore communities are less resilient overall.



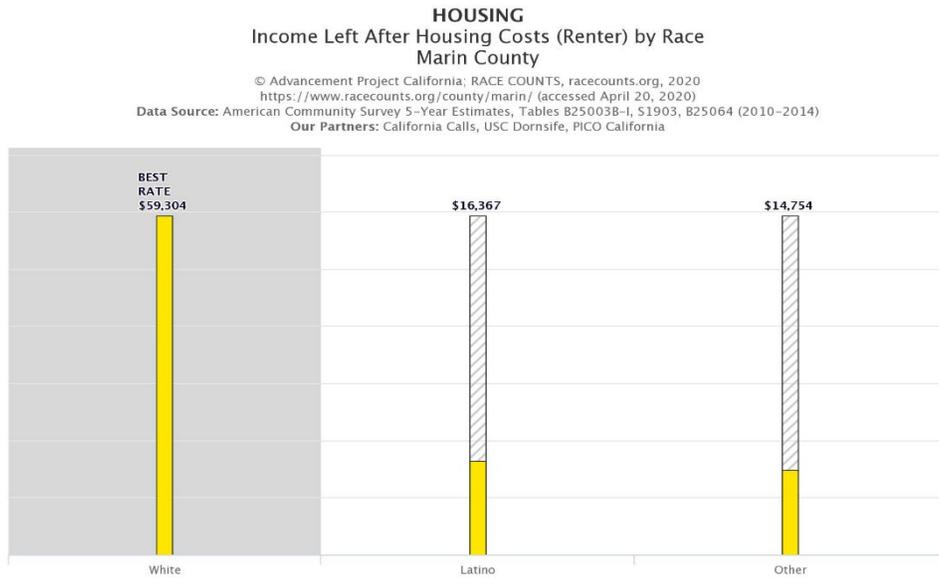
Source: 2017 American Community Survey, 5-year estimates

¹ See generally, U.S. Census Bureau, Quick Facts Marin County, available at <https://www.census.gov/quickfacts/fact/table/marincountycalifornia/RHI125218#RHI125218> (last visited Apr. 21, 2020).

² See <https://www.racecounts.org/county/marin/> (last visited Apr. 20, 2020).

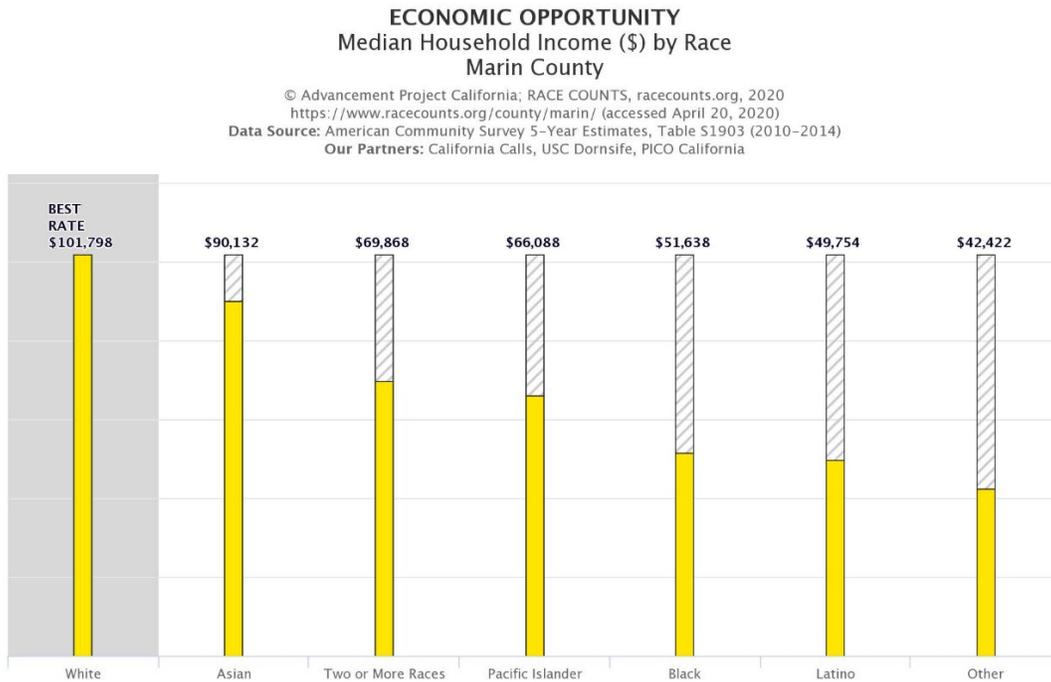
³ Liz Darby, *Analysis of Impediments to Fair Housing Choice*, Jan. 2020, p.11, available at http://marin.granicus.com/DocumentViewer.php?file=marin_4f76a86fbdcf815c5c24c03c8889e7b1.pdf.

Figure 2 – Income Left After Housing Costs by Renter by Race⁴



Source: Racecounts.org

Figure 3 – Median Household Income by Race⁵



Source: Racecounts.org

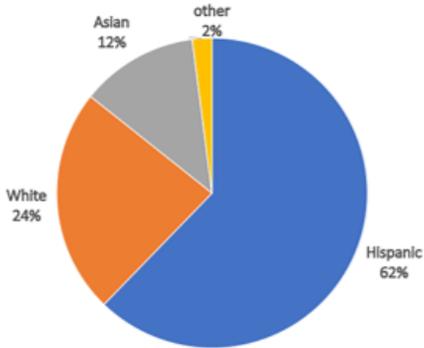
⁴ Race Counts, <https://www.racecounts.org/county/marin/> (last visited Apr. 21, 2020).

⁵ *Id.*

The data in Figure 4 illustrates that census tracts with a higher percentage of people of color are more burdened by environmental impacts.

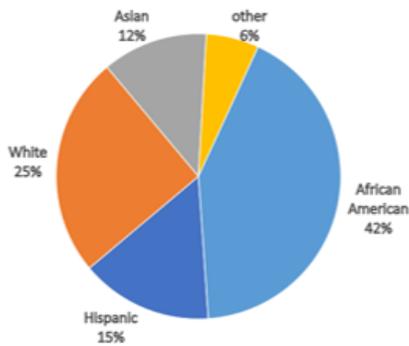
Figure 4 – Environmental Vulnerability/ Burden by Census Tract⁶

Census Tract: 604112202 (includes the Canal District)



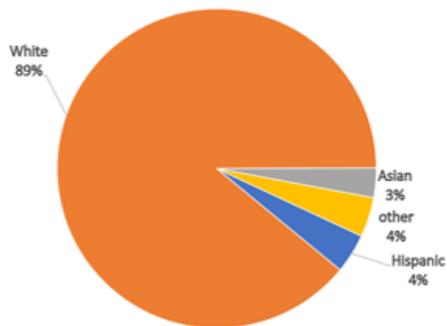
EnviroScreen Percentile	65-70%
Pollution Burden Percentile	70%
Population Characteristics Percentile	60%

Census Tract: 6041129000 (includes Marin City)



EnviroScreen Percentile	35-40%
Pollution Burden Percentile	70%
Population Characteristics Percentile	60%

Census Tract: 6041126100 (includes Mill Valley)



EnviroScreen Percentile	1-5%
Pollution Burden Percentile	4%
Population Characteristics Percentile	0%

Source: CalEnviroScreen

⁶ CalEnviroScreen 3.0, <https://oehha.ca.gov/calenviroscreen/report/calenviroscreen-30> (last visited June 8, 2020).

Drawdown: Marin was awarded a Marin Community Foundation (MCF) grant (\$126,451) to “deeply engage communities of color in Drawdown: Marin.” Drawdown: Marin and several community-based organizations designed a 1-year process (September 2019 – September 2020⁷) that included the following components:

- Identification of Community Ambassadors (existing community leaders) to:
 - Build relationships with community members, friends, and family
 - Learn more about existing community priorities and projects
 - Raise awareness of climate change and
 - Inform and engage individuals about and in Drawdown: Marin and existing behavior change programs
- Storytelling training (7-week, online-based) for community members to equip and empower them to share their stories with decision makers
 - Host mini training sessions in individual communities or with community groups
Ambassadors are required to complete the training
 - Provide all materials
 - Describe how and when stories can be shared with Drawdown: Marin, decision-makers, and others in positions of power
- Open Town Hall to showcase existing community priorities and stories and demonstrate how each priority, project, effort, etc. is interconnected in and between communities; this is on hold due COVID-19. Ambassadors will still share community priorities and project ideas and funding will be awarded to projects. Drawdown: Marin will work with its community-based organization partners to determine how best to select projects to fund.
- Funding to support the implementation of initiatives that advance those community priorities (climate change or general) (see note above).
- Diversity, Equity, and Inclusion training for all Drawdown: Marin participants (and some members of the public) to increase awareness of systemic inequities, colonialism, personal bias, perspective, privilege impacting our work, key terminology, etc.
- Equity Progress Report (Report) that measures how “equitable” Drawdown: Marin is by creating a set of goals/indicators and measuring progress before and after the grant tasks are implemented; as of November 2020, the internal Drawdown: Marin Equity Task Force is reviewing a survey that will go out to all Drawdown: Marin participants. The data collected will inform the completion of the “baseline” report card. An additional survey will be issued at a to-be-determined time in the future to measure our progress on addressing equity.

INTERNALIZING EQUITY

Between September 2018 and present day, most of Drawdown: Marin’s internal work has been one-off conversations about equity. For example, at the beginning of each kick-off meeting and at the beginning of other meetings, equity is mentioned, how it applies to our work, and why it matters for our work. Additionally, County staff has integrated land acknowledgements into some meetings hoping to build general awareness about our relationship with indigenous communities and the need to honor traditional ecological knowledge as we develop or expand existing projects and programs. However, this work can and should be expanded. Simply mentioning equity is not enough to make meaningful change.

⁷ The grant schedule was modified post-March 2020 as a result of COVID-19. The term now ends on June 30, 2021.

DIVERSITY, EQUITY, AND INCLUSION TRAINING

The purpose of this training was to provide Drawdown: Marin participants with the foundational understanding of equity concepts and how they apply to the groups internal functioning and the development and implementation of climate solutions.

The 3-part virtual training addressed the following topics⁸:

- Native Lands/Indigenous Knowledge
- Cultural Identity
- Climate Change and Equity – connections
- Foundational terminology – social equity, climate change, and environmental justice
- Privilege
- Decolonization
- Barriers to community participation

This training was originally scheduled for March 13, 2020. However, due to the COVID-19 health crisis, the in-person training was canceled. Instead, the consultant team and Drawdown: Marin decided to host 3, 3-hour virtual sessions in May 2020. The 3 sessions covered the following:

Session 1 – May 6, 2020: Privilege, Bias, and Social Location

Session 2 – May 12, 2020: Land Acknowledgments, Cultural Framing, and Decolonization

Session 3 – May 20, 2020: Drawdown: Marin Today, Power and Iceberg Analyses

Training participants were required to complete all three sessions and homework in between sessions. Drawdown: Marin asked participants to complete demographic and learning outcomes surveys. The following is an overview of the results:

Demographic Survey

Generally, participants were white, well-educated, and make over \$100,00 annually.

- 39 people participated in the training and 32 people completed the survey
- 28 white, 1 black/African American, 1 Hispanic/Latinx, 2 multi-racial, and 1 “other identity” participated
- English is the primary language spoken/used at home
- 91% of participants identified as non-LGBTQ
- 41%, ages 46-65, 31%, ages 30-45, and 28%, 65+
- 59% of participants have a Master's degree

⁸ The Equity Progress Report (see Appendix B) identifies these topics as key learning areas for Drawdown: Marin participants to increase awareness of equity concepts, *available at* https://www.onetam.org/sites/default/files/pdfs/Generating_Scaling_Up_and_Sustaining_Impact-One_Tam%27s_First_Four_Years.pdf (last visited Apr. 2, 2020).

- Most participants are employed full or part-time (26) and are upper management, CEOs/founders (have decision-making authority) (24)
- 56% (18) reported annual incomes of \$100,000 - \$500,000; 9% (3) reported incomes of 0-\$50,000

Learning Outcomes Survey

Generally, participants believe they understand why equity training is important; less participants understand how their privilege and bias could impact their work.

- 39 people participated in the training and 28 people completed the survey
- 20 people strongly believe communities of color and low-income communities are affected affect first, and most intensely by climate change
- 16 people agree or strongly agree that their privilege and bias could affect their work in Drawdown: Marin
- 25 people believe they generally understand (scale of low to high understanding) issues related to race, racial identity, racism and race equity concepts of individual, interpersonal and societal levels of racism
- 22 people believe that it is important to collect demographic data about all Drawdown: Marin participants to ensure progress on equity goals

EQUITY TASK FORCE

At the conclusion of the above-mentioned Diversity, Equity, and Inclusion training. Drawdown: Marin participants were asked if they wanted to continue the work and participate in a new working group, the Equity Task Force. This group was formed in Summer 2020 and has met three times to discuss its role and potential projects it could lead. As of October 2020, it is still finalizing its roles, responsibilities, work plan, and meeting schedule. There are variety of possible tasks it could take on including:

- Reviewing, finalizing, and sending out surveys to Drawdown: Marin participants. The information collected via these surveys will inform the completion of the baseline Equity Progress Report (see section below).
- Develop and host additional trainings.
- Serve as liaisons between the Drawdown: Marin Ambassadors and the rest of Drawdown: Marin.
- Develop handouts describing the Drawdown: Marin initiative and solutions in an easier-to-understand way.

Other possible initiatives are described in the Equity Progress Report.

EQUITY PROGRESS REPORT

The purpose of the Report is to measure and report to Drawdown: Marin participants and the public whether Drawdown: Marin is an “equitable” initiative. The Report measures whether Drawdown: Marin is normalizing, organizing, and internalizing equity concepts, principles, and approaches.

- Normalize/Awake: Use a racial equity framework. Operate with urgency and accountability.
- Organize/Woke: Build organizational capacity. Partner with other organizations and communities.
- Operationalize/Work: Implement racial equity tools. Be data-driven.

The Report template was developed after research and consultation with organizations around the Bay Area and U.S, e.g. Greenlining Institute. It integrates several different frameworks and criteria. The Fellow and Drawdown: Marin staff developed an “Evaluator’s Guide” and list of key vocabulary, which was distributed along with the Report to the following people:

- Small focus group: Kif Scheuer, ESC Member; Patti D’Angelo Juachon, ESC Member; Sarah Estes-Smith, Aide to Supervisor Kate Sears; Alex Porteshawver, Drawdown: Marin Coordinator; and Allie Hoff, CivicSpark AmeriCorps Fellow
- All Drawdown: Marin groups including: ESC, COP, and Stakeholder Collaboratives
- MCF Grant Community Partner Organizations: Multicultural Center of Marin, Canal Alliance, and West Marin Community Services

To inform the completion of the Report, surveys will be sent to all Drawdown: Marin participants in early 2021; surveys will be sent again after the grant activities are completed (timing is to-be-determined, likely late 2021). Drawdown: Marin plans to review the survey results and complete the initial (baseline) Progress Report in early 2021. It will then publish the results as follows: press release, Drawdown: Marin website, Facebook, Monthly Newsletter, update to Drawdown: Marin subscribers, an update to community partner organizations.

Figure 5 – Equity Progress Report (DRAFT)

DRAFT Drawdown Marin Equity Progress Report					
<p>Drawdown: Marin (DDM) acknowledges it plays a role in addressing existing inequities in Marin County, e.g. racial, socioeconomic, and gender. The DDM Executive Steering Committee included the word "equitable" in the DDM Vision statement and continues to explore opportunities to meaningfully address equity in the Stakeholder Collaboratives, solutions design/implementation, and community education/engagement/empowerment.</p> <p>CLICK HERE: Evaluator's Guide</p>					
			<p>Levels of Implementation: (Based on progress in this area)</p>	<p>(1) Haven't started work in this area yet (2) Plans exist/this has been formally discussed</p>	<p>(3) This is in place/has taken place and we have evidence of it (4) This is part of our routine, and we model it for others</p>
Objective/Desired Outcome	Success Indicators	Data Sources (ways to measure our success)	Pre grant: level of implementation	Additional comments (qualitative)	
<p>1. Normalize—Establish racial equity as a key value by developing a shared understanding of concepts across the entire DDM initiative and create a sense of urgency to make changes.</p>					
1. "Awake"-representation of normalization	DDM participants believe that diverse representation (DDM generally and within each working group) is critical to the success of DDM.	Public release of DDM commitment to prioritization, draft outline of Strategic Plan that includes equity, development of a document outlining and acknowledging commitment to increasing diversity within DDM.	Record of public statements, DDM meeting discussion, outcomes from Diversity Equity & Inclusion training		
2. DDM participants have a shared vocabulary and understanding of the language around issues related to race, racial identity, racism and race equity concepts of individual, interpersonal, and societal levels of racism.	Resource document with group co-created and/or accepted definitions of agreed upon important terms.	Existence and use of vocabulary document, Document made public, Roster from DEI training.			
3. DDM participants understand and awareness of current and historical race-based disparities, inequitable power dynamics existing within DDM and in communities served, as well as how they may be intentionally or unintentionally complicit in perpetuating these.	Resource guide of equity concerns to consider developed for stakeholder collaboratives to reference when creating solutions, with resources/people to reach out to if further insight is needed. Number of times resources guide is used by DDM participants.	Existence and use of document			
4. DDM participants understand importance of allocating time to and are willing to push past personal discomfort to discuss race-related issues.	Racially based issues are discussed and written into agenda/ minutes of meetings; attendance at DEI Training; participants are willing to discuss racially based issues with prompting.	% of meetings where racially based issues were discussed and were written into agenda/ minutes/meeting minutes/ attendance and participation at DEI Training			
5. DDM participants understand the importance of collecting and analyzing data on racial, ethnic, and linguistic demographics of DDM participants and the communities DDM is attempting to serve and include.	Evaluation/overview of baseline DDM participant and community demographic data/data to emphasize urgency of work to be done (produce visual summary)- county wide.	Equity atlas, EnviroScan, Race Matters. Existence of document, number of DDM participants that review the document			
<p>2. Operate—Build DDM participant and initiative capacity, skills, and competencies through training while also building infrastructure to support the work, like internal change teams/task forces and external partnerships with expert institutions and community groups.</p>					
2. "Woke"-evolving culture (Inclusion-Internal change) in: behaviours, policies, practices	Maintain appropriate, non-exploitative, non-transactional relationships with participants/partners not part of "dominant culture," enabling people of color to bring their full selves to meetings and use their lived experiences to fulfill their responsibilities.	Recruitment/retention of participants/partnerships of non-dominant culture, e.g. paid and trained Community Ambassadors (respected community members responsible for sharing information about climate change and DDM to neighbors, friends, and family, and sharing stories/priorities/thoughts from communities back to DDM).	Demographic participant data collected + self-rated feeling of inclusivity/treatment by community ambassadors/partner organizations and community members engaged.		
DDM participants build personal/internal cross-cultural awareness, sensitivity, and empathy so people of color feel included and supported in DDM. Participants examine DDM norms/dynamics that ignore systemic inequities and reinforce dominant culture.	Public acknowledgement of current barriers to participation and a plan to address those barriers acknowledging the impacts of past systemic inequities; encourage learning/implementation of new practices to replace those removed.	Existence of document/plan; public acknowledgement of barriers			
DDM participants learn how to impact structural racism issues (defined in earlier stage) interpersonally, within DDM, between DDM and partner organizations, and in the communities they serve (between members of dominant and non-dominant cultures).	Number of participants attending Marin Community Foundation grant-funded Storytelling trainings and DEI training. DDM participants understand when they should speak up vs. hold space for others when discussing equity and related concepts. Number of unprompted conversations raised by DDM members, where people of color do not have to defend themselves or take responsibility to call out inequities and related issues.	Attendance logs			
DDM participants self-initiate discussion of racial topics and issues, without experiencing negative social consequences, (e.g. judgment from other participants); hold space to process their feelings without placing undue responsibility on people of color to explain or defend themselves or their communities.	Develop data collection form and reporting procedures.	Meeting minutes; one-on-one interviews			
DDM develops a standard procedure on how/when to collect data on racial, ethnic, and linguistic data of participants and what to do with it (informed by input of non-dominant culture), e.g. develop a standards report or integrate in future Racial Equity Plan.	Formation of group; draft outline for DDM Racial Equity Plan.	Data collection form, reporting procedures, DDM participant understanding of both.			
DDM forms a Racial Equity Taskforce or Working Group to address and integrate equity on an ongoing basis.		Existence of group; existence of Plan outline.			
<p>3. Operate—DDM puts theories into action by implementing new tools for decision-making, measurement, and accountability, e.g. a Racial Equity Tool and/or a Racial Equity Action Plan.</p>					
3. "Work"-Addressing systemic racism (isolating root causes of inequity internally and externally. Full integration of "race equity lens" for all aspects of DDM. Conduct and complete regular equity assessments (via this report card framework).	Communities of color and low-income communities are part of decision making and their wisdom and priorities are financially and socially amplified and supported.	Demographic shift in participation, increased diversity in who is able/contributable to participate in DDM, and DDM leadership roles are filled by non-white/non-dominant culture individuals.	Meeting attendance, group make-up, acknowledgment of non-dominant culture's input and what resulting action DDM takes/doesn't take based on this input (increased accountability).		
DDM participants go beyond greenhouse (GHG) emissions reductions goals and specific climate change issue area solutions and dedicate time, resources, and power to address underlying systemic issues that impact Marin communities including their ability to mitigate and adapt to climate change.	DDM dedicates time and/or funding for a person or group to examine proposed climate change solutions to ensure they address environmental justice and under distribution of environmental burden.	Creation of subcommittee/task force to examine solutions through an equity lens, additional DEI trainings.			
DDM participants acknowledge and actively use their privilege to reduce the emotional labor placed upon people of color within DDM and the general Marin community.	Community impact/burden assessments conducted and analyzed to assess disparate impacts of specific climate change effects on communities of color. Action plan to implement actions to reduce disparity of outcomes (written into DDM Strategic Plan).	Discussion in strategic plan, input from each sub-committee, ambassadors, and partner organizations. Changing relationships between DDM and community partners/organizations.			
DDM collects/publishes (via this Report) participant demographic data and uses it (and other indicators) to measure progress on initiative equity goals and to increase accountability between it and the public.	Racial equity plan added as section/chapter in DDM Strategic Plan with clear actions, timelines, people responsible for each action, indicators of progress, and processes for monitoring and evaluation.	Completion of Racial Equity Action Plan, review/approval by ESC and Marin County Board of Supervisors.			

Equity Vocabulary/Terminology

This list was developed to assist individuals who fill out the surveys and to create a common language and shared understanding of terms among Drawdown: Marin participants.

Assimilate: The phenomenon that occurs when people belonging to the nondominant group understand dominant culture norms and take on their characteristics either by choice or by force. Many people of color are asked to “check their identities at the door” in professional settings to make their white peers comfortable. By doing so, many people of color find it easier to get promotions and professional opportunities, as well as to gain access to informal networks typically accessible only to whites.

Bias: Prejudice toward one group and its members relative to another group.

Implicit Bias: Biases people are usually unaware of and that operate at the subconscious level. Implicit bias is usually expressed indirectly.

Explicit Bias: Biases that people are aware of and that operate consciously. They are expressed directly.

Climate Justice: Ensuring that the people and communities who are least culpable in the warming of the planet, and most vulnerable to the impacts of climate change, do not suffer disproportionately as a result of historical injustice and disinvestment. Climate justice requires California leaders to acknowledge that frontline communities are experts in creating solutions to protect and preserve our air, water, land, and communities, despite their historical exclusion from decision-making and from public resources and services. Climate justice requires California leaders to provide public resources and services to frontline communities to engage and assist them in developing technologies, policies, professions, services, and projects for addressing the causes and impacts of climate change and healing from historical injustices.

Climate Resilience: The capacity of a system (whether a community or an economy) to maintain 1) an intact core identity in the face of climate change and 2) a state of dynamic balance within which change can be avoided or recovered from without a fundamental transition to a new form. Resilience can bridge mitigation and adaptation, and economy and ecology, and can help us create more social cohesion, inclusion, power and participation, and more holistic and systemic interventions. Elements of a resilient California include built infrastructure systems, people and communities, and natural systems.

Community and Individual Resilience: The capacity for households, communities, and regions to adapt to changing conditions and to maintain and regain functionality and vitality in the face of stress or disturbance. It is the capacity of a system, be it an individual or a community, to deal with change positively and to use shocks and disturbances to spur renewal and innovative thinking. The goal is to be both strong and flexible—not only able to bounce back but to bounce forward. Resilience strategies seek to assess and evaluate the physical and social vulnerabilities and risks in a community, identify ways to reduce or eliminate the risk, and implement programs and projects to adapt and strengthen a community’s physical and social characteristics.

Cultural Awareness/Sensitivity: Understanding the needs and emotions of your own culture and the culture of others. Recognition of the nuances of one's own and other cultures.

Cultural Competence: The ability of individuals to use academic, experiential, and interpersonal skills to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups. Cultural competency implies a state of mastery that can be achieved when it comes to understanding culture. Encompasses individuals' desire, willingness, and ability to improve systems by drawing on diverse values, traditions, and customs, and working closely with knowledgeable persons from the community to develop interventions and services that affirm and reflect the value of different cultures.

DEI: Diversity, Equity, and Inclusion.

Disparity: The condition of being unequal. Usually refers to an unfair difference.

Diversity: Psychological, physical, and social differences that occur among any and all individuals; including but not limited to race, ethnicity, nationality, religion, socioeconomic status, education, marital status, language, age, gender, sexual orientation, mental or physical ability, and learning styles.

Dominant Culture: Dominant culture in a society refers to the established language, religion, values, rituals, and social customs on which the society was built. It has the most power, is widespread, and influential within a social entity, such as an organization, in which multiple cultures are present. An organization's dominant culture is heavily influenced by the leadership and management standards and preferences of those at the top of the hierarchy. In this paper, dominant culture refers specifically to the American context in which organizational culture is predominantly defined by white men and white women in positional power.

White Dominant Culture: The norms, values, beliefs, ways of thinking, behaving, and decision-making that are more familiar to and come more naturally to those from a white, Western tradition. These white dominant cultural norms are embedded and often unintentionally reproduced in our national culture and many education sector organizations. An example includes valuing the written word over other methods of communication as more "professional," "effective," "good," or "normal."

Equity: The guarantee of fair treatment, access, opportunity, and advancement while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations, and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

Frontline Communities: Frontline communities are those that experience continuing injustice—including people of color, immigrants, people with lower incomes, those in rural areas, and indigenous people—due to a legacy of systemic, largely racialized, inequity that influences their living and working places, the quality of their air and water, and their economic opportunities.

Inclusion: The act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate and bring their full, authentic selves to work. An inclusive and welcoming climate embraces differences and offers respect in the words/actions/ thoughts of all people.

Microaggression: The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

Oppression: The systematic subjugation of one social group by a more powerful social group for the social, economic, and political benefit of the more powerful social group. Rita Hardiman and Bailey Jackson state that oppression exists when the following 4 conditions are found: the oppressor group has the power to define reality for themselves and others, the target groups take in and internalize the negative messages about them and end up cooperating with the oppressors (thinking and acting like them), genocide, harassment, and discrimination are systematic and institutionalized, so that individuals are not necessary to keep it going, and, members of both the oppressor and target groups are socialized to play their roles as normal and correct. Oppression = Power + Prejudice.

Power: Access to resources. The ability to influence others. Access to decision-makers to get what you want done. The ability to define reality for yourself and others.

Prejudice: An attitude based on limited information, often on stereotypes. Prejudice is usually, but not always, negative. Positive and negative prejudices alike, especially when directed toward oppressed people, are damaging because they deny the individuality of the person. In some cases, the prejudices of oppressed people ("you can't trust the police") are necessary for survival. No one is free of prejudice.

Privilege: Having access to an unearned set of possessions, conditions, rights, or immunities of value, enjoyed by some while others do not have access due to an aspect of identity.

White Privilege: The power and advantages benefiting perceived white people, derived from the historical oppression and exploitation of other non-white groups.

Race: A social and political concept, not a scientific one. Even though this is true, race is a powerful political, social, and economic force. Race was and is constructed for social and political purposes, in large part to divide and conquer poor and working white people from poor and working People and Communities of Color.

White: A term constructed to unite certain European groups living in the U.S. who were fighting each other and at the same time were a numerical minority in comparison to the numbers of African slaves and Native peoples.

Racial Equity Lens: The process of paying disciplined attention to race and ethnicity while analyzing problems, looking for solutions, and defining success. A race equity lens critiques a “color blind” approach, arguing that color blindness perpetuates systems of disadvantage in that it prevents structural racism from being acknowledged. Application of a race equity lens helps to illuminate disparate outcomes, patterns of disadvantage, and root cause.

Racial Inequity: Race can be used to predict life outcomes, e.g., disproportionality in education (high school graduation rates), jobs (unemployment rate), criminal justice (arrest and incarceration rates), etc.

Racism: A system of advantage and oppression based on race. A way of organizing society based on dominance and subordination based on race. Racism penetrates every aspect of personal, cultural, and institutional life. It includes prejudice against people of color, as well as exclusion, discrimination against, suspicion of, and fear and hate of people of color.

Personal Racism: Pre-judgment, bias, or discrimination based on race by an individual.

Cultural Racism: The ways in which the dominant culture is founded upon and then defines and shapes norms, values, beliefs and standards to advantage white people and oppress people of color. The ways in which the dominant culture defines reality to advantage white people and oppress people of color. The norms, values, or standards assumed by the dominant society that perpetuate racism.

Institutional Racism: The ways in which the structures, systems, policies, and procedures of institutions in the U.S. are founded upon and then promote, reproduce, and perpetuate advantages for white people and the oppression of People of Color. The ways in which institutions legislate and structure reality to advantage white people and oppress People of Color. The ways in which institutions -- Housing, Government, Education, Media, Business, Health Care, Criminal Justice, Employment, Labor, Politics, Church – perpetuate racism.

Structural/Systemic Racism: The arrangement of institutional, interpersonal, historical, and cultural dynamics in a way that consistently intersect to create a network of opportunity for people in the white group while blocking opportunity and access for People and Communities of Color.

Transactional Relationships/Interactions: Social interactions based upon the premise that those involved are engaging with each other/providing something because they expect to receive something in return versus caring and supporting the other out of authentic compassion, without expecting something in return. An example would be offering someone an opportunity to speak because you need information from them to benefit you, versus because you authentically care about their opinion and want to amplify their voice.

Vulnerable Communities/Populations: Vulnerable communities or vulnerable populations include people who are vulnerable to the effects of pollution, the impacts of climate change, and other environmental, public health and economic burdens. Such people include, but are not limited to: women; racial or ethnic groups; low-income individuals and families; individuals who are incarcerated or have been incarcerated; individuals with disabilities; individuals with mental health conditions; children; youth and young adults; seniors; immigrants and refugees; individuals who are limited English proficient (LEP); and Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ) communities; or combinations of these populations.

LESSONS LEARNED

Below are the primary lessons learned by implementing internal and external approaches to increasing equity.

Internal Group Dynamics

- A homogenous group made up of all members of dominant culture can be blind to their own lack of diversity and equity
- Difficult to enforce diversity initiatives
- Difficult to explain and embody the value of balanced relationships between people and earth
- Groups are part of government-led initiative and community-based organizations and community members are skeptical of government's intentions
 - Need to start all projects with review of existing agency procedures and practices
 - Need standard shared resource with information, contacts, resources, and best practices for working with and engaging different groups within community. For example, there is a need for a coordinated central resource compiling best practices for engaging with different community groups to which all County Departments would contribute
 - Need culturally and linguistically competent employee or consultant that lives in the community to lead community engagement
 - Marginalized community members have expressed disappointment because there are not enough individuals representing them in positions of power within County

Relationship Building:

Drawdown: Marin Participants, County Staff, and Community Members

- Hard to recruit people (community members) to participate in the program, trainings, etc. before we have built trusting relationships
- When internal work happens after external work, it makes it hard to build trust with communities and to meaningfully integrate ideas into the initiative
- Need to offer opportunities and resources to support community members to build individual leadership skills; this capacity building should happen before asking them to play a role that might otherwise be overwhelming
- "1 person of color" for each Drawdown: Marin working group (and other quota based metrics) is not a good measure of success by itself; it puts the responsibility on people of color, youth, etc., to assimilate and find their place in the initiative versus holding Drawdown: Marin accountable to examine and change group norms that are not inclusive or inviting
- Those not of Drawdown: Marin's existing dominant culture do not want to participate in groups because they do not feel like Drawdown: Marin offers safe, inclusive places, not because they do not care about the initiative's work
- Do not engage people or ask for their input unless you are actually going to use it and know why
- Need for "cultural humility." Acknowledge that the way we do things is not the only way and caring enough to learn about other people's cultural practices and ways of doing things is necessary
 - Traditional format of "meetings" is not the only ways for people to gather
 - Going to communities and learning how they naturally gather, offering to adapt to make engagement activities happen this way instead of forcing people to attend your meeting
 - Hosting a "charla"/ "cafecito"- gathering together for coffee and snacks, with childcare, allows participants to chat with people they are connected to and care about

- Some people gather because they like spending time together and care about each other, instead of gathering for a specific purpose as outlined in an agenda; we can and should learn from “natural social capacity” cues and practices
- The value of having deep relationships is that when we are acting in integrity, we have a deeper connection to the “causes” we work and advocate for daily, e.g. climate change work for the next generation, environmental justice work because a family member died from exposure to carcinogenic materials, public health work because your children have asthma due to poor air quality. Expanding our circle of concern beyond our immediate relatives to the whole community helps us connect with each other

Working with Community-Based Organization (CBO) Partners

- Apply the same equity principles to internal and external operations and engagement methods
- Do not to assume that information about the project has been shared with all CBO Partner staff; check-in regularly to see who needs updates/clarification
- Do not assume that everyone cares about the project for the same reasons; could be for equally important but different reasons
- Be cognizant of the capacity (financial resources, staff, time, subject expertise, etc.) of the CBO Partner before forming expectations of deliverables
- Spend time forming relationships, identifying common core values, and establishing a shared vision; this is critical to maintaining meaningful, mutually beneficial, non-transactional relationships with CBO Partners
- Organizations that provide direct service to communities have established trusting and understanding relationships with community members; these relationships are hard to replicate with governmental agencies or other organizations that cannot spend as much time directly interacting and building these relationships over time

RECOMMENDATIONS FOR NEXT STEPS (2021 AND BEYOND)

Section VI. of this Plan identified several potential next steps including, but not limited to establishing a Racial Equity Task Force, creating a Drawdown: Marin Equity Action Plan, offering additional trainings to Drawdown: Marin participants, and creating equity resources to be used when designing, implementing, and evaluating solutions as well as engaging the community.

The Fellow created a community engagement toolkit and researched frameworks that could be used when developing an Equity Action Plan. See below for additional details.

Equitable Community Engagement – Guidelines and Procedure

The AmeriCorps Civic Spark Fellow developed Guidelines and Procedure (still in DRAFT form) for the County’s Housing and Federal Grants Division (the second beneficiary of the Fellow’s work between September 2019 – July 2020) as they prepared to engage the Marin community in the Housing Element update. The recommendations are also relevant to Drawdown: Marin’s efforts and future Community Development Agency projects.

Phase 1: Preparation

Internal assessment and Planning (do we have what we need to responsibly engage the community?)

Assessing Staff Capacity and Relationship Building Capacity

- Can staff designate ample time to building trusting relationships with individuals and the community generally? For example, supporting/showing up for events, meetings, etc. that do not directly relate to staff’s project or priorities.
- Does staff represent or reflect community demographics? Can the community relate to staff through culture, language, socio-economic class, age, and other key identities? Consider:

- How is this being assessed (based on demographic data or assumptions)?
- Is there existing data available on demographics of staff and community served?
- If this data is not available, this should be addressed both through employer's policy on equity and diversity within hiring practices, as well as by providing staff with training to understand their own identity and how it affects their work. See "Social Location" section below.
- If staff is unable to connect with the community, can this be remedied by:
 - Hiring additional staff/fellows/interns that better represent the community
 - Dedicating time and resources to training staff, e.g. language and cultural competency

Hiring consultants that represent the community served; preferably consultants from the community to be engaged; consider whether a consultant or third party can earn the community's trust in the period of time and context they will be working.

Social Location and Power Dynamics Capacity

For purposes of this section, "staff" also refers to consultants, volunteers and community-based organizations interacting with community through this project.

- Has staff clarified (not assumed) that they and the community share definitions of important equity terminology? Consider:
 - Is training needed to expose and understand these concepts?
 - Has time been set aside to make sure everyone is on same page?
- Has staff analyzed their own "social location" (dominant culture of the group) and the accompanying privileges and biases that come with it? How will this influence their work on the project and interactions with the community? Consider if there are time and resources to develop this self-awareness?
- Are staff well-versed in historic and current social dynamics in the community? For example, systemic, institutional, cultural, community, interpersonal levels of oppression, privilege, disparities, and discrimination, e.g. race, gender, linguistic, class, and age. Consider: are there time and resources to educate staff about these dynamics; this includes history of dynamics between decision makers in agency, leaders of community-based organizations, and community members that "represent" their part of the community
- Once understanding of social location is achieved, this information needs to be used to analyze power dynamics among all involved
- How will staff balance power dynamics between staff and community members?

Communication Capacity

- Staff must communicate in the language and format that is most accessible, comfortable, and understood by the community. If direct communication in target language is not possible, live interpretation must be provided.
- Translate all written documents, make them culturally appropriate.
- Staff must present project details in a way that is understandable and accessible
- Consider developing materials in an open-source and accessible format
- Consider literacy levels and visual and hearing impairments when communicating with communities

Funding Capacity

- General Considerations

- Is there enough funding to cover all aspects of the project listed above?
- Compensation must be provided to community members or anyone assisting staff in the evaluation and development of the above capacities.
- If additional funding is needed, can staff actively seek funding opportunities to support the work?
- Supporting the Community
 - Has staff considered and developed a plan to compensate community-based organizations and individuals for their time related to the project?
 - Has staff budgeted for food and childcare at events?

Project Planning

Selecting Communities for Outreach and Engagement

- Who will be affected by the outcomes of this project?
- Whose voice is not usually included that should be?
- Does the funding source dictate specific groups of people or communities that must be engaged?
- Look into similar projects from past: who was included? Who should've been included?
- Consider intersectional identities, e.g. community members that identify with multiple demographic categories
- Do not assume anything about demographic categories or related identities, use available data and community knowledge to inform your opinions
- Do not assume the reasons you are engaging communities are clear and mutually understood. Explain why staff believes communities will be affected and should be involved, discuss with communities, and modify as needed. Develop a shared understanding about why communities should participate in and engage with the project.
- Does the project deal with an issue that aligns with an existing community priority?
- Does this community want to be involved?

Community Research

- If the demographic you need to engage/reach out to is not listed in the spreadsheet, add information as it is gathered, to build collective knowledge.
- Identify community leaders and community-based organizations (CBOs) that could serve as points of contact or lead community engagement and outreach on your behalf
- Is it a good time to reach out to and ask the community to engage? Seek CBO input. What is happening that might impact the community's ability to participate, e.g. cultural events, religious holidays, community events, school schedules, natural disasters, community hardships, existing community initiatives, etc.
- Staff should complete its own research before asking for an emotional labor and time from the community and CBOs
- Consider communication styles that might impact how staff engages, e.g. language, verbal or written preferences, phone or email, etc.; consider how communities like to gather – at houses of worship, potlucks, meetings
- Understand what are community strengths and assets
- Identify ways staff can avoid “saving” the community and instead understand the community has a lot to offer to the project

Establishing Community Relationships and Connections

- Allow as much time as possible to build community relationship before launching a project or asking anything of communities
- Research community events and initiatives, attend and track as a foundation for relationship building; this will help staff understand community priorities
- Reach out to CBOs and local agencies to express interest in collaborating and supporting their work
- Establish shared priorities and goals with CBOs and communities at the beginning of the project
- Support existing community leaders and develop opportunities to develop new community leaders
- Establish a community council as a point of contact
 - Seek input on membership from CBOs; discuss what type of support and compensation members will need
 - Organize a meeting to discuss the project and feasibility of community involvement
 - Make clear the council's input will affect the project scope and timeline; remain flexible and open to shifts in project plan to accommodate input
 - Identify financial resources to support council participants

Building Leadership Support

- Assess level public can participate/engage
- Creating a plan with clear goals/outcomes

Phase 2: Project Implementation

Project specific outreach/engagement

- Once stakeholder group/ council is established, involve them in all decision making and planning processes
- Agree upon expectations of participation/responsibilities with all involved before beginning the project

To be completed.

Phase 3: Project Evaluation

To be completed.

RACIAL EQUITY ACTION PLAN: FORMATION AND CONTENT

The creation of this Plan could follow the process and structure described in the Government Alliance on Race & Equity's (GARE) "Racial Equity Action Plans: A How-to Manual" Toolkit and illustrated in Figure 6.

Figure 6: Action Planning Process⁹



Source: (GARE) “Racial Equity Action Plans: A How-to Manual” Toolkit

A strong Racial Equity Action Plan is guided by a clear vision of racial equity and structured to achieve meaningful and measurable results. A simple plan structure provided by GARE includes the following components:

- Results: Community level conditions we are aiming to impact.
- Community Indicator: Community indicators are the means by which we can measure impact in the community. Community indicators should be disaggregated by race.
- Outcome: A future state of being resulting from a change at the jurisdiction, department, or program level. Strong outcomes articulate a clear improvement or define how much improvement will take place.
- Action: They are the specific things your jurisdiction will do to achieve the outcomes.
- Performance Measure: A quantifiable measure of how well an action is working. Different types of measures include 1) Quantity—How much did we do? 2) Quality—How well did we do it? 3) Impact—Is anyone better off?

The Equity Progress Report (referenced previously in this Appendix and in Section VI. of this Plan) identified three stages of integrating equity into Drawdown: Marin. The Progress Report was designed to serve as an evaluation tool and a guide until capacity existed for the creation of a Racial Equity Action Plan. Below is a sample of resources and actions that should be developed and included in a future Equity Action Plan utilizing the above toolkits and frameworks in addition to other resources.

Normalize/Awake

- Informational/educational resource documents explaining:
 - Current + historical race-based disparities
 - Inequitable power dynamics existing within Drawdown: Marin and in communities served
 - Commitment to increasing diversity within Drawdown: Marin
 - Co-created and/or accepted definitions of agreed upon important race, racial identity, racism, and race equity terms
 - Stakeholder Collaboratives Equity Concepts Guide to reference when creating solutions with resources and people to reach out to if further guidance is needed
- Percentage of meetings where racially based issues were discussed and were written into agendas and minutes; attendance and demographics of those that participate in the Diversity, Equity, and Inclusion trainings (May 2020)
- Evaluation/overview of baseline Drawdown: Marin participant and community demographic statistics showing the urgency of equity work

⁹ Ryan Curren, Julie Nelson, Dwayne S. Marsh, Simran Noor, and Nora Liu, GARE Racial Equity Action Plans A How To Manual, *available at* <https://www.racialequityalliance.org/wp-content/uploads/2016/11/GARE-Racial-Equity-Action-Plans.pdf> (last visited Apr. 22, 2020).

Organize/Woke

- Analysis of Drawdown: Marin norms and dynamics that ignore systemic inequities and reinforce dominant culture
- Methods for Drawdown: Marin participants to impact structural racism issues, inter-personally, within Drawdown: Marin, between Drawdown: Marin and CBO Partners , and in the communities they serve.
- Survey to measure Drawdown: Marin participants' comfort levels around self-initiating discussions of racial topics and issues when they occur, without experiencing negative social consequences
- Standard procedure on how and when to collect initiative data on racial, ethnic, and linguistic data of Drawdown: Marin participants; develop a standalone report or integrate in future Racial Equity Plan
- Racial Equity Taskforce or Working Group to address and integrate equity on an on-going basis
- Public acknowledgement of current barriers to participation and a plan to address those barriers acknowledging the impacts of past and existing systemic inequities
- CBO Partners self-ratings - do they feel included and engaged in Drawdown: Marin

Operationalize/Work

- Methods for regular reporting of Drawdown: Marin participant demographics
 - Resource to track changes in demographic makeup and participant retention over time
 - Outline of all decision-making positions and power structures of groups
 - Description of how many positions of power are held by people of color and/or those of non-dominant group cultures
- Community impact/burden assessments conducted and analyzed to assess disparate impacts of specific climate change effects on communities of color
- Clear actions, timelines, people responsible for each action, indicators of progress, and processes for monitoring and evaluation of efforts
- Consistent meetings of the Racial Equity Taskforce
- Ongoing Diversity, Equity, and Inclusion trainings