MAKING EQUITY REAL in Climate Resilience Policies and Programs

Sona Mohnot, Associate Director, Climate Equity
Convenience to schools, local shopping districts, local and San Francisco transportation; proximity to industry increases demand for class of residences in this area.

Infiltration of Negroes and Orientals (see below). Many cheap type cottages and old homes detract from otherwise generally fair appearance of area. Distance from Metropolitan
1937 Miami-Dade County Redlining Map
Disinvestment in redlined communities.

2016 CDC Social Vulnerability Index + FEMA Flood Risk
Communities in red and purple are both at high risk of flooding and have high social vulnerability.

July 21, 2020 COVID-19 Map
Communities in red have highest COVID rates per 1,000 people

ECONOMIC, ENVIRONMENTAL, AND HEALTH IMPACTS BASED ON RACE
Equity can’t be an “add on” to an already developed program or policy, nor should it be a “nice to have.” This is equity-washing.

We must make equity real. We have to center community needs and build equity into the very fabric of projects, programs and policies.

Our framework offers:
- A structure for building equity into policies/programs
- A tool to evaluate equity efforts
MAKING EQUITY REAL FRAMEWORK

GOALS
Emphasize anti-racist solutions. Establish paths toward wealth-building.

PROCESS
Be community-driven at every stage. Prioritize multi-sector approaches.

IMPLEMENTATION
Deliver intentional benefits. Build community capacity.

ANALYSIS

SCALE

REPLICATION

ADAPTIVE MANAGEMENT
**STEP 1: HOW TO DEVELOP EQUITABLE GOALS, VISION, AND VALUES**

Policies, programs & projects should explicitly state a commitment to equity and specifically identify the vulnerable populations they seek to benefit:

<table>
<thead>
<tr>
<th>EQUITY DEFINITION</th>
<th>How does “equity” apply in the context of this project? What equity problem will this project fix or address? Is this racial equity, social equity, or another form of equity?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IDENTIFYING PRIORITY COMMUNITIES</strong></td>
<td>Which specific communities are you prioritizing with this work? How will you identify these communities?</td>
</tr>
<tr>
<td>ACCESSIBILITY</td>
<td>Are the benefits of the program broadly accessible to households throughout the community, particularly communities of color, low-income populations, tribal and indigenous communities and immigrant communities?</td>
</tr>
<tr>
<td>VALUES</td>
<td>What equity values ground this project and our collective work together?</td>
</tr>
</tbody>
</table>

**Example Targets:**

- **Goal 1:** Resilient and healthy community environments where residents thrive in place
  
  The County will protect low-income communities and communities of color from pollution, reduce health and economic inequities, and support more resilient and inclusive communities.
  
  **EXAMPLE TARGET:** Increase the local climate resilience of low-income communities.

- **Goal 3:** Equitable and sustainable land use and development without displacement
  
  With policy tools such as anti-displacement measures, existing community members can remain in and strengthen their neighborhoods and networks while accepting new residents through more compact, mixed-use development.
  
  **EXAMPLE TARGET:** At least 75% of new housing is built within half a mile of high-frequency transit.
**STEP 2: HOW TO DEVELOP AN EQUITABLE PROCESS**

Processes should ideally be led by impacted community members. At a minimum, processes should deeply engage community members so as to learn about their priorities, needs and challenges related to the project.

### ENGAGEMENT

- How are decisions made and power shared between residents, community-based organizations, other stakeholders and institutional power?
- How will you design a process to collaborate with vulnerable populations that engages and empowers them in a meaningful, personable, authentic and culturally appropriate manner?
- How will you design a process that is accessible to people who do not speak English, lack access to technology, or who have disabilities and need accommodations?
- What best practices for community engagement will you implement? See CEJA’s SB 1000 Toolkit

### DISPROPORTIONATE IMPACTS

- Will this project generate burdens (e.g. time/capacity, displacement, and increased costs), either directly or indirectly to vulnerable populations? If yes, how will you address/mitigate them?

### CAPACITY BUILDING

- How will this project provide for local capacity building? (e.g. through funding, expanded knowledge base etc.)
The implementation of the policy or program must lead to equity outcomes that respond to community needs, reduce vulnerabilities and increase community resilience. Outcomes can include improved public health and safety, workforce and economic development.

**RESPOND TO COMMUNITY IDENTIFIED NEEDS**

How does the effort address community identified needs? (eg through surveys, focus groups, etc.)

**SHARED AND MULTIPLE BENEFITS**

What are the intended direct and measurable outcomes of this project?

How can the benefits of this project be targeted in progressive ways to reduce historical or current disparities?

Are economic, health, environmental or other objectives included in this project?

Green Together Northeast San Fernando Valley, anchored by Pacoima Beautiful
Purpose of Assessment:
Help project team assess government and community equity readiness to engage in climate project together.

Examples of Government/Consultant Equity Readiness Questions:
- Understanding of institutional racism?
- Sufficient budget allocation for engagement?
- Existing relationships with EJ communities?
- Trust from communities of color?
- Shared common racial equity analysis?
- Understanding of communities' readiness to advance a vision of climate resilience and assert a set of community priorities?
- Understanding of communities' readiness to build community voice and power to get those solutions resourced and implemented?
# Equity Readiness Strategies

Total Score from Survey Responses: 40

<table>
<thead>
<tr>
<th>Score</th>
<th>Relationship Building - Get to know the community, build cultural competence/responsiveness. Invest time and resources in developing relationship</th>
<th>Inclusive access – focus on participation and trust. Pilot projects to build shared analysis and mutual learning</th>
<th>Culture shift – invest, partner, restructure. Shift internal practice to institutionalize inclusion and accessibility. Prioritize impacted communities as policy.</th>
<th>Power shift – Center community decision-making. Create new structures to reflect distributed power</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25</td>
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<td>26-50</td>
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<td>51-75</td>
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<td>76-100+</td>
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<tr>
<td>Government Levers</td>
<td>0-25</td>
<td>26-50</td>
<td>Score</td>
<td>51-75</td>
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<tr>
<td>Budget</td>
<td>Invest in existing events and initiatives in the community</td>
<td>Resource new leaders and communities to participate as consultants</td>
<td>Review budget with an equity lens, prioritizing work that advances equitable impacts</td>
<td>Distribute money to community organizations. Hire people who represent the community.</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>Go to the people. Find where they already congregate (schools, churches)</td>
<td>Build tables to practice working together. Identify methods that build capacity. Work on building trust.</td>
<td>Incorporate existing work from the community as a starting point. Establish advisory bodies and review processes with community to create accountability</td>
<td>Government follows community lead. Government serves a technical assistance/consultative role for community projects</td>
</tr>
<tr>
<td>Staff Time</td>
<td>Focus on establishing relationship and developing presence in the community</td>
<td>Project design and implementation with community</td>
<td>Support institutionalized partnerships and ongoing relationship management</td>
<td>Workplans are structured to achieve projects that serve community interests</td>
</tr>
<tr>
<td>Staff Skill Development</td>
<td>Cultural competency and communication</td>
<td>Racial equity, power, privilege, bias</td>
<td>Emotional Intelligence. Facilitation</td>
<td>Ongoing leadership practice</td>
</tr>
<tr>
<td>Decision-making process</td>
<td>Aim for information transparency about government decision-making. Community provides input into government decisions</td>
<td>Community plays a consultative role as a partner and helps shape decisions and begins to help shape decision-making processes.</td>
<td>Community plays a collaborative role as a partner and helps shape decisions and begins to help shape decision-making processes.</td>
<td>Community drives processes. Government understands how to work with community systems.</td>
</tr>
<tr>
<td>Narrative/Language</td>
<td>Identify issues that are existing community concerns.</td>
<td>Translate from technocratic speak</td>
<td>Bring community into systems conversations through orientations, training programs. Begin to learn community systems</td>
<td>Adopt the vision of the community as own.</td>
</tr>
<tr>
<td>Influence on racial equity</td>
<td>Invest in personal growth (personal)</td>
<td>Invest in team/department growth (organizational)</td>
<td>Invest in intra-jurisdictional efforts (institutional)</td>
<td>Invest in inter-jurisdictional change (structural)</td>
</tr>
</tbody>
</table>

Total Score: 40

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STEP 4: HOW TO MEASURE AND ANALYZE EQUITY PROGRESS

Policies and programs should **regularly evaluate their equity successes and challenges** to improve the effort going forward.

<table>
<thead>
<tr>
<th>ACCOUNTABILITY</th>
<th>How will you evaluate the equity impact of this project? How will you integrate accountability checkpoints to measure outcomes throughout the project, to ensure that vulnerable communities will equitably benefit and not be disproportionately harmed?</th>
</tr>
</thead>
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<tr>
<td>ADAPTIVE MANAGEMENT</td>
<td>If data shows that you are not on track to meet your equity outcomes, do you have a plan to adjust and correct course?</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>How will you transparently communicate progress and findings to community partners, stakeholders, decision-makers, and policy makers throughout the project?</td>
</tr>
</tbody>
</table>