

GRANITE STATE FUTURE
EQUITY AND ENGAGEMENT SUBCOMMITTEE

Draft Meeting Agenda
Tuesday, February 26, 2013
Local Government Center
Concord, N.H.
11:00 AM - 1:00 PM

Agenda

1. Distribution of final matrix
2. Quick roundtable on regional activities, observations
3. Update on Communities of Interest conversations
4. Plans for Communities of Place conversations
 - a. Days and locations
 - b. Recruitment
 - c. Local media
 - d. Staffing—on-site support staff (CE), on-site managers (Donovan, Holt-Shannon, Mallory), facilitators
 - e. Preparing
5. Equity and Engagement checklist and principles, continued discussion from November meeting
6. March 26 and future meetings—purposes, tasks, frequency of meetings
7. Public comments

GRANITE STATE FUTURE
EQUITY AND ENGAGEMENT SUBCOMMITTEE

Meeting Summary

February 26, 2013

Local Government Center

Concord, N.H.

11:00 AM - 1:00 PM

Members in attendance:

Dominique Rust, NH Catholic Charities

Barbara Salvatore, Engaging NH

Bruce Mallory, Carsey Institute UNH

Molly Donovan, Carsey Institute UNH

Jazmin Miranda, HEAL

Janine Lesser, DHHS

Jillian Harris, Southern NH Planning Commission

Michelle Mears, Strafford Regional Planning Commission

1. **Distribution of the Final Matrix** The final matrix was sent via email to the Equity and Engagement TASC.
2. **Roundtable on regional activities.** The group gave updates from around the state.
3. **Update on Communities of Interest-** Molly Donovan gave an update of the work that has been done for Communities of Interest. So far UNH has meet with 20 events completed. The hardest groups to connect with have other projects that they are working on. NH Listens has met the goal of different demographics to reach. The only group that NH Listens has not been able to connect with is Native Americans. The group that is the hardest to capture is the young professionals in the State that haven't left NH yet. Great Bay Community College and Concords Young Professional Association is a group that is scheduled to meet. The themes emerging from the Communities of Interest include: transportation and after school activities to engage youth populations.
4. **Plans for Communities of Place** Conversations Bruce Mallory gave out a handout of Communities of Place in the state. Last Tuesday's event in Plymouth was cancelled due to weather but will be rescheduled. He stated that around 50 people will be attending the Upper Valley Regional Planning Commission event in Claremont, NH on February 26, 2013 at the Common Man. NH Listens is expecting some walk ins to the event. . Molly and Bruce will both in attendances at the event to welcome, help the facilitators, and

ensure the conversation goes smoothly. In total for all events there are over 120 people signed up.

There will be ground rules for the event. The poster can be found on NH Listens and Granite State Future website. Regional Planning Commissions and partners need to continue to advertise the events in the state. The discussion guide is given in advance to the people that register for the event. The discussion guide is twelve pages and includes data and statistics about the state of NH. Informs participates before the conversation takes place. Participates give feedback on personal experiences, values, and recommendations for future activities. Communities of Place are two and half hour event. The time frame for the Communities of Place is Tuesday nights from February until mid-May.

5. **Equity Checklist for Communities** Bruce Mallory gave a handout that was formed from the last meeting in December. This could be used by planners and Regional Planning Commissions.

Next meeting is will be on April 30th 11-1 pm a Doodle poll will be sent out confirming.

Equity and Engagement Checklist

Developed by Engagement and Equity TASC, December, 2012

In order to assure maximum and equitable participation by all residents of a community or region, the Equity and Engagement Technical Assistance Subcommittee of the Granite State Future project has developed the following suggestions for conducting planning initiatives.

1. Strive for **demographically representative engagement** that reflects the community or region where planning is occurring. This may entail special efforts to reach out and engage groups that traditionally have not participated in such work, for reasons of place, economic status, age, education levels, mobility limitations or other disabilities, or cultural and ethnic differences.
2. To the extent that is legally permissible, create opportunities for **participatory decision making** as the first principle in planning activities. Planners have special expertise and knowledge. That expertise and knowledge should be shared with community partners as much as possible, in order to increase informed participation, a shared sense of investment in decisions and implementation, and equitable relationships. The goal of **mutual empowerment of planners and community members** is crucial
3. As planning goals are set and decisions are made, **consider the impact of those decisions (before they are finalized) on all constituent groups and sectors** in a community or region.
4. In public conversations, media releases, and reports published for public consumption, **use plain, everyday language accessible to anyone** (including considerations of reading level and translation from English to other languages as appropriate).
5. As plans and goals are developed, **take into account their impact on diverse groups**, including best judgments about what groups could be advantaged and what groups could be disadvantaged by those decisions, and taking steps to mitigate any anticipated losses of resources, status, or power by those who might be disadvantaged.
6. Design **effective feedback loops** to inform participants about the ways their input was considered and acted upon.
7. Respect the **core value of local control** that characterizes New Hampshire's political and community culture. Plans and goals that require regional collaboration (for example in areas such as transportation, natural resource management, public school governance, economic development) should strive to maintain community identity and integrity as much as possible.
8. Planning processes must **attend to the "soft infrastructure" of communities**—the people who live, work, and interact with each other, not just the built environment that serves those people.

9. Specific planning decisions concerned with principles of equity will take into account such matters as where stores and businesses are located with respect to walking and transportation routes used by less affluent or minority populations or those with special mobility needs; access to fresh, affordable foods; personal safety; and other criteria that reflect the goal of **maximum access and participation in community life**.
10. Practices of equitable engagement in local and regional planning efforts should be **sufficiently consistent across sites** so that residents moving from one community to another will have similar access to and be able to understand planning and decision-making processes.

KING COUNTY EQUITY IMPACT REVIEW TOOL

REVISED OCTOBER 2010

Contacts for questions about use of this tool:

Gloria Albetta
Matías Valenzuela

Gloria.Albetta@KingCounty.gov
Matias.Valenzuela@KingCounty.gov



King County

Introduction

Through adoption of the *King County Strategic Plan 2010-2014: Working Together for One King County*, King County has transformed its work on equity and social justice from an initiative to an integrated effort that applies the countywide strategic plan's principle of "fair and just" intentionally in all the county does in order to achieve equitable opportunities for all people and communities.

The *Equity and Social Justice Ordinance* establishes definitions and identifies specific approaches necessary to implement and achieve the "fair and just" principle. The ordinance calls for King County to "consider equity and social justice impacts in all decision-making so that decisions increase fairness and opportunity for all people, particularly for people of color, low-income communities and people with limited English proficiency or, when decisions that have a negative impact on fairness and opportunity are unavoidable, steps are implemented that mitigate the negative impact."

The Equity Impact Review (EIR) tool is both a process and a tool to identify, evaluate, and communicate the potential impact - both positive and negative - of a policy or program on equity. Relevant definitions from the Equity and Social Justice Ordinance include:

"Equity" means all people have full and equal access to opportunities that enable them to attain their full potential.

"Community" means a group of people who share some or all of the following: geographic boundaries, sense of membership, culture, language, common norms and interests.

"Determinants of equity" means the social, economic, geographic, political and physical environment conditions in which people in our county are born, grow, live, work and age that lead to the creation of a fair and just society. Access to the determinants of equity is necessary to have equity for all people regardless of race, class, gender or language spoken. Inequities are created when barriers exist that prevent individuals and communities from accessing these conditions and reaching their full potential.

This tool, which consists of 3 Stages, will offer a systematic way of gathering information to inform planning and decision-making about public policies and programs which impact equity in King County. The 3 Stages are as follows:

- Stage I What is the impact of the proposal on determinants of equity?**
The aim of the first stage is to determine whether the proposal will have an impact on equity or not.
- Stage II Assessment: Who is affected?**
This stage identifies who is likely to be affected by the proposal.
- Stage III Impact review: Opportunities for action**
The third stage involves identifying the impacts of the proposal from an equity perspective. The goal is to develop a list of likely impacts and actions to ensure that negative impacts are mitigated and positive impacts are enhanced.

Stage I: What is the impact on determinants of equity?

The aim of this stage is to screen whether the policy or program will have an impact on equity. If the proposal does not focus on a determinant of equity do not proceed to the other stages.

Policy or program title:

Department and/or division:

A. Describe the proposal (include objectives and general geographic area of focus)

B. What are the intended outcomes of this policy or program?

Stage I: What is the impact on determinants of equity? (continued)

Stage One lists determinants of equity that may be affected by the proposed program/policy that you are considering.

Review this list and circle the determinants of equity that apply to your policy or program. *If your answer is none, then you are done.*

Equity in county practices that eliminates all forms of discrimination in county activities in order to provide fair treatment for all employees, contractors, clients, community partners, residents and others who interact with King County;

Job training and jobs that provide all residents with the knowledge and skills to compete in a diverse workforce and with the ability to make sufficient income for the purchase of basic necessities to support them and their families;

Community economic development that supports local ownership of assets, including homes and businesses, and assures fair access for all to business development and retention opportunities;

Housing for all people that is safe, affordable, high quality and healthy;

Education that is high quality and culturally appropriate and allows each student to reach his or her full learning and career potential;

Early childhood development that supports nurturing relationships, high-quality affordable child care and early learning opportunities that promote optimal early childhood development and school readiness for all children;

Healthy built and natural environments for all people that include mixes of land use that support: jobs, housing, amenities and services; trees and forest canopy; clean air, water, soil and sediment

Community and public safety that includes services such as fire, police, emergency medical services and code enforcement that are responsive to all residents so that everyone feels safe to live, work and play in any neighborhood of King County;

A law and justice system that provides equitable access and fair treatment for all;

Neighborhoods that support all communities and individuals through strong social networks, trust among neighbors and the ability to work together to achieve common goals that improve the quality of life for everyone in the neighborhood;

Transportation that provides everyone with safe, efficient, affordable, convenient and reliable mobility options including public transit, walking, car pooling and biking.

Food systems that support local food production and provide access to affordable, healthy, and culturally appropriate foods for all people;

Parks and natural resources that provide access for all people to safe, clean and quality outdoor spaces, facilities and activities that appeal to the interests of all communities; and

Health and human services that are high quality, affordable and culturally appropriate and support the optimal well-being of all people;

Proceed to Stage II

STAGE II: Who is affected?

This stage identifies who is likely to be affected by the proposal. Use data to identify the population groups that will experience a differential impact. Are the impacts disproportionately greater for communities of color, low-income communities, or limited English proficiency (LEP) communities? At the end of this stage you will be able to identify which communities will benefit and which communities are burdened.

RESOURCES

The following resources can help you determine who may be impacted throughout the county.

- King County 2000 Census data <<http://www5.kingcounty.gov/KCCensus>>
- GIS maps in public folders <Public folders → Executive → Equity → Resources → ESJI Maps>
- Department or division specific data
- Data on clients or consumers of services
- Data on community partners or contractors who provide services (they may also be a source of data)
- Relevant research or literature

Stage II – A. Equity Assessment (provide a map and a detailed description using tables, charts or graphs for each item):

Is your proposal (please check one of the following):

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> A county-wide proposal | <i>If yes: Go to S.II.A.1</i> |
| <input type="checkbox"/> A proposal focused on a specific geographic area | <i>If yes: Go to S.II.A.2</i> |
| <input type="checkbox"/> A capital project | <i>If yes: Go to S.II.A.3</i> |
| <input type="checkbox"/> A proposal focused on a special population | <i>If yes: Go to S.II.A.4</i> |
| <input type="checkbox"/> An internal county proposal | <i>If yes: Go to S.II.A.5</i> |

S.II.A.1. IF COUNTY-WIDE PROPOSALS: identify population characteristics and maps relevant to the population most directly affected (attach maps or other data as necessary).

[When S.II.A.1 is complete, proceed to S.II.B.1]

S.II.A.2. IF SPECIFIC GEOGRAPHIC REGION(S): identify the demographics of the area, particularly by race/ethnicity, income level and limited English proficiency (attach maps or other data as necessary).

[When S.II.A.2 is complete, proceed to S.II.B.2]

S.II.A.3. IF CAPITAL PROJECT: identify both population characteristics and maps relevant to the entire County as well as geographic areas or specific populations that are specifically targeted in this proposal (attach maps or other data as necessary).

[When S.II.A.3 is complete, proceed to S.II.B.3]

S.II.A.4. IF SPECIAL POPULATION(S) (not defined geographically): identify the demographics of the population, particularly by race/ethnicity, income level and limited English proficiency (attach maps or other data as necessary).

[When S.II.A.4 is complete, proceed to S.II.B.1]

S.II.A.5. IF INTERNAL COUNTY PROPOSAL: identify the demographics of the department, division, or area of focus for the proposal, particularly by race/ethnicity and income level as the data is available.

[When S.II.A.4 is complete, proceed to S.II.B.1]

Stage II – B. Analysis

Using the assessment information above, review and interpret your findings to determine which population group(s) will benefit and which will not.

S.II.B.1. Please list race/ethnicity and low income groups positively or negatively affected by the proposal. (These are the groups identified above in responses to SII.A.1, 2, 3, or 4)

S.II.B.2. *If the proposal is not county-wide*, provide information for why you selected this geographic area instead of other areas of the County where the impact on low-income communities, communities of color, and LEP communities may be equal or greater.

S.II.B.3. *For capital projects*, will this project have a negative or positive impact on the surrounding community or increase the current burdens to that community? (YES or No)
If yes, please describe.

Proceed to Stage III

Stage III: Impact Review: Opportunities for Action

A. Actions to mitigate/enhance negative/positive impact

Stage III.A involves identifying the impacts of the proposal from an equity perspective. The goal is to develop a list of likely impacts and actions to ensure that negative impacts are mitigated and positive impacts are enhanced.

Complete Column 1 of the Stage III.A worksheet using the responses listed in Stage II.B.1. Columns 2 and 3 are a detailed discussion of the positive and negative impacts of the proposal on the identified population groups by race/ethnicity, income and limited English speakers. In Column 4, describe any recommendations or actions which arise from your discussions about impact. These might include:

- Ways in which the program/policy could be modified to enhance positive impacts, to reduce negative impacts for identified population groups;
- Ways in which benefits of modifying program/policy to remove differential impacts outweigh the costs or disadvantages of doing so;
- Ways in which existing partnerships could be strengthened to benefit the most affected.

STAGE III.A. WORKSHEET

(1) Population(s) Affected Disproportionately <small>(populations from S.II.B.1 list)</small>	(2) Describe Potential Positive Impact (Beneficial)	(3) Describe Potential Negative Impact (Adverse)	(4) Actions to enhance positive or mitigate negative/other comments <small>(these responses also complete the first column of S.III.B worksheet)</small>

Proceed to Stage III.B

Stage III.B: Prioritization of Actions

The goal of this stage is to prioritize the actions that are needed to enhance or mitigate the impacts.

It may prove impossible to consider all potential impacts and identified actions. In this stage, participants are encouraged to prioritize or rank the actions based on the likelihood to impact equity. For each of the actions the following should be considered:

- the costs of the action
- is the impact on equity high or low
- what needs to happen to increase the feasibility of the action
- what other resources are needed
- who will implement the action
- the timing of the actions

Proceed to Stage III.C

Stage III.C: Recommendation(s) and Rationale

The goal of Stage III.C is to propose set of recommendations for modifying the proposal. When modifications are not possible, the option of not proceeding with the proposal needs to be addressed.

Occasionally, it is possible to find a single, clear solution which will provide the optimum impact. However, in most cases a series of options will be defined and presented. Recommendations should be prioritized as appropriate.

S.III.C.1. Based on your review of actions in Stage III.B, please list your recommendations for the policy/program and why you chose them. Please describe the next steps for implementation.

S.III.C.2. Who participated in the equity impact review process?