

# **SYSTEMIC RACISM REVIEW COMMITTEE THE CITY AND BOROUGH OF JUNEAU, ALASKA**

April 13, 2021 12:00 PM

Zoom Webinar

Work Session - No Public Testimony Taken <https://juneau.zoom.us/j/92095705574> or  
call 1-346-248-7799 Webinar ID: 920 9570 5574

## **AGENDA**

### **I. CALL TO ORDER**

### **II. ROLL CALL**

### **III. APPROVAL OF AGENDA**

### **IV. APPROVAL OF MINUTES**

#### **A. 2021-04-01 SRRC Work Session Minutes-DRAFT**

### **V. AGENDA TOPICS**

#### **A. Create Committee Assignments**

At the last meeting, the committee discussed assigning members to attend and track what is moving through the Assembly Standing Committees: Committee of the Whole, Finance, Human Resources, Public Works & Facilities Committee and Lands, Housing & Economic Development Committee.

#### **B. Outline Legislation Review Criteria & Process**

#### **C. Board Training**

Continued board and Open Meetings Act training and discussion on future trainings the committee would like to take part in. This agenda topic will continue to the April 27 committee work session as needed. Per Chair Worl, included in the packet are some resources from Seattle Race & Social Justice Initiative (<http://www.seattle.gov/rsji/resources>) and Race Forward-The Center for Racial Justice Innovation (<https://www.raceforward.org/>) the committee may find helpful.

### **VI. INFORMATION ITEMS**

#### **A. Possible Future Meeting Dates for SRRC**

### **VII. STAFF REPORTS**

### **VIII. COMMITTEE MEMBER / LIAISON COMMENTS AND QUESTIONS**

### **IX. NEXT MEETING DATE**

#### **A. April 27, 2021 at 12:00pm SRRC work session**

### **X. SUPPLEMENTAL MATERIALS**

#### **A. Open Meetings Act Slides from CBJ Attorney Palmer**

### **XI. ADJOURNMENT**

ADA accommodations available upon request: Please contact the Clerk's office 36 hours prior to any meeting so arrangements can be made for closed captioning or sign language interpreter services depending on the meeting format. The Clerk's office telephone number is 586-5278, TDD 586-5351, e-mail: [city.clerk@juneau.org](mailto:city.clerk@juneau.org)

## SYSTEMIC RACISM REVIEW COMMITTEE



April 1, 2021 12:00 PM  
Zoom Webinar  
**MINUTES**

### I. ROLL CALL

Deputy Manager Mila Cosgrove convened the first meeting of the City and Borough of Juneau Systemic Racism Review Committee virtually via Zoom webinar, at 12:00p.m. on April 1, 2021.

**Members Present:** Kelli Patterson, Dominic Branson, David Russell-Jensen, Grace Lee, Gail Dabaluz, Lisa Worl

**Assemblymembers and Staff present:** Mayor Beth Weldon, Assembly Liaison Christine Woll, Assemblymember Maria Gladyszewski, City Manager Rorie Watt, Deputy Manager Mila Cosgrove, City Attorney Robert Barr, Deputy Clerk Diane Clerk, Municipal Clerk Beth McEwen, Assistant City Attorneys Teresa Bowen and Sherri Layne

Mayor Weldon welcomed all the members of the committee and thanked them for participating in this process and their willingness to serve on this committee.

Mr. Watt echoed the Mayor's appreciation to the membership for their willingness to help with the community governance. He offered the assistance of the Manager's office as well as other CBJ staff that will be available to help the committee with its work.

Ms. Cosgrove noted that since this was the first meeting of the committee, the format was a little different than future meetings and while she is facilitating the beginning of this first meeting, once they elect a chair, the chairperson will take over and preside at the meetings. She invited committee members to introduce themselves and share some of their reasons for wanting to serve on this committee. Following each member's introduction, Assemblymember Woll, Ms. Cosgrove, and Mr. Palmer also introduced themselves and explained the roles they have with respect to this committee in particular.

### II. APPROVAL OF AGENDA

**MOTION** by Ms. Dabaluz to approve the agenda as presented, seconded by Ms. Worl. *Hearing no objection, the agenda was adopted by unanimous consent.*

### III. WORK SESSION-NO PUBLIC PARTICIPATION TAKEN DURING THIS MEETING

(Not to exceed a total of 10 minutes nor more than 2 minutes for any individual).

### IV. AGENDA TOPICS

- A. Board Matters
- A. Charge of the Committee

City Attorney Palmer gave a presentation related to the charge of the committee as found in Ordinance 2020-32.

Mr. Palmer explained the tight timelines involved within the legislative process for ordinances and resolutions.

Ms. Worl asked for clarification that the work of the committee is to look at the legislation from a systemic racism lens and that the Law staff will be reviewing/ensuring the legislation has been reviewed for legal purposes. Mr. Palmer said that was correct and provided additional information about the overall process, timing, and changes that occur as a result of public testimony and/or Assembly amendments and the work that the Law Department does in response to those changes and how any changes resulting from the work of the SRRC will also be reviewed for legal standards.

Additional discussion took place regarding the workflow of legislation from Assembly to standing committees and back to the Assembly for final action.

Mr. Palmer then went on to explain the SRRC process, the Advisory Board Rules of Procedure, the SRRC Legislative Report due six days before the Assembly meeting, and that the Assembly may adopt legislation without the SRRC review, in case of a tight timeframe that didn't fit within the schedule. Generally, anything that missed initial review by the SRRC would likely still go to SRRC for review of that recently adopted legislation.

Mr. Palmer then went on to explain that the SRRC is only tasked with reviewing current legislation and not going back and reviewing previously adopted legislation. He then provided a more detailed overview of legislation flow through the Assembly, Assembly Standing Committees, and staff processes.

Ms. Worl asked about the flow of the legislation through the Assembly Standing Committees and then that same legislation coming to the SRRC for its work or if the SRRC will be working on the legislation at the same time as the ASC. Mr. Palmer suggested that the goal would be that the SRRC members may each want to be assigned to a particular ASC and then to bring that discussion/information back to the SRRC when it considers the legislation.

Ms. Lee asked about the scope of the SRRC and if they should be narrowly looking at just those issues related to systemic racism or if they also should be looking at other issues related to classism, intersectionality, or if racism issues were to be their only focus. Mr. Palmer answered that the technical answer is just systemic racism, however, he said that he recognizes and likely members of the Assembly recognize that racism can be expressed in different manners. To the extent the SRRC can draw a connection between social justice issues and systemic racism, they probably have a committee charge to look at that connection. If they don't, then it would not fall within the committee's scope.

Mr. Palmer explained the following steps as the main points they should consider in getting started:

- Pick a chair or other officers
- Pick a day/time to meet
- Consider assigning members to follow the work of Assembly Standing Committees
- Develop legislative systemic racism review criteria
- Draft a legislative report template
- Look at scheduling a date for a joint of the Assembly/SRRC
- Start review of June 14 legislation in preparation of the July 12 Assembly meeting.

B. Election of Officers

Ms. Cosgrove called for nominations for Chair.

Ms. David Russell-Jensen nominated Lisa Worl to serve as Chair. Ms. Worl said that she was willing to serve and she looks forward to having a Deputy Chair.

Ms. Cosgrove passed the gavel to Ms. Worl to conduct the remainder of the meeting.

Ms. Worl thanked everyone and called for nominations or names of anyone interested in serving as Deputy Chair. Dominic Branson nominated Kelli Patterson if she was willing to serve as Deputy Chair. Ms. Patterson declined the nomination.

Ms. Patterson nominated Grace Lee to serve as Deputy Chair if she was willing. Ms. Lee accepted the nomination.

Ms. Worl asked, as Chair, if she could also make a nomination or not. Mr. Palmer provided some clarity on parliamentary procedure and Ms. Worl asked Mr. Russell-Jensen if he would be interested in being nominated to serve as Deputy Chair. Mr. Russell-Jensen said he would defer to Ms. Lee.

Ms. Worl asked for a roll call vote on the Deputy Chair position.

Those members in favor of Ms. Grace Lee serving as the Deputy Chair: Ms. Patterson, Ms. Dabaluz, Mr. Branson, Mr. Russell-Jensen, Ms. Worl, and Ms. Lee

Ms. Lee was elected as Deputy Chair by a unanimous vote of all members present.

C. Review of Open Meetings Act

*This item was deferred to a later meeting when they have more time available.*

D. Review of Legislation Flow & Municipal Calendar

Mr. Palmer provided additional information about the legislation workflow and the committee reviewed and discussed the calendar and Assembly agenda preparation calendar as found in the SRRC meeting packet.

E. SRRC Meeting Schedule

Committee members discussed scheduling of meetings. Mr. Branson shared that a lunch time slot may not be adequate to cover all the work they need to accomplish. Ms. Dabaluz said that she would prefer the noon time meetings due to other commitments in the evening.

Ms. Lee asked if they decide a meeting schedule today if that will be set in stone or if that can be adjusted.

Ms. Cathcart provided information about the anticipated workload of the committee as well as the timing options available due based on Zoom and staffing availability as well as the coordination they may want to consider based on Assembly meeting dates. Ms. Cosgrove also suggested that, ideally, they may want to try to schedule their meetings for the Tuesdays following the Assembly meetings as that might provide them the most time to work on legislation.

Ms. Worl asked Ms. Cosgrove about the nature of the work to be done by the SRRC prior to beginning to review legislation in June/July. Ms. Cosgrove explained that the SRRC will want to establish the criteria for the systemic racism review, develop a legislative report template, and possibly practice on the legislation that will be coming before the Assembly between April and June.

Ms. Worl said that she heard a suggestion for Tuesdays at Noon. She suggested the committee hold meetings the 2nd Tuesday at Noon.

Mr. Russell-Jensen asked about also scheduling additional meetings rather than just one meeting per month. He suggested adding a second meeting for the 4th Tuesday of the month in addition to meeting on the second Tuesday of the month.

Additional discussion took place with that schedule for April in that the two meetings would be held on April 13 and 27. Mr. Branson said he was not available to meet at noon on April 27 but would be available if the committee chose to meet that evening. Ms. Worl noted that one of the members of the committee wasn't present at this meeting and that they need at minimum 5 members of the committee for a quorum and she asked if others would be available to meet at noon on April 27.

After polling the members, they scheduled the next two meetings for April 13 and 27 and will likely look at holding regular meetings the 2nd and 4th Tuesdays of the month at noon with the caveat that they will decide at the April 27 meeting if that will be the schedule moving forward.

## **V. STAFF REPORTS**

*None.*

## **VI. COMMITTEE MEMBER COMMENTS AND QUESTIONS**

Ms. Worl thanked everyone for attending and asked Ms. Cathcart about the Clerk staff sending Zoom scheduling/logistical emails. Ms. Cathcart said that the committee will continue to receive emails from the Clerk's office with all the meeting logistic information.

Mr. Russell-Jensen asked if they could get a copy of Mr. Palmer's presentation, they may be

able to review that as homework and come back to the next meeting with an idea of what Assembly Standing Committees they may want to follow.

Topics for consideration at the next two upcoming SRRC agendas:

- Open Meetings Act
- Assembly Committee Assignments
- Legislative Criteria Review
- Look at some practice ordinances together
- Draft Legislative Report template

## VII. ADJOURNMENT

**MOTION** by Ms. Dabaluz to adjourn the meeting. *Hearing no objection, the meeting was adjourned at 1:11p.m.*

# Assembly Calendar

2021

## Regular Assembly & HRC Meetings

[10/19 Assembly Reorganization Meeting]

Potential Assembly retreat dates 11/6, 12/4 or 12/11]

## PWFC/Lands/COW Meetings

## Assembly Finance Committee Meetings

## Holidays

## Municipal Election Day & Certification Day

## Tentative Dates/Events:

1/19-20 Start of Legislative Session & Legislative

Welcome

8/11-13 AML Summer Dates (August)

9/15-17 SE Conference (September)

11/15-19 AML Annual Conference (November)

## Standard Meeting Times for Assembly Committees

HRC – 5:30pm

Regular Assembly Meetings – 7pm

Special Assembly Meetings – 5:30 or 6pm

PWFC – 12pm

Lands – 5pm

COW – 6pm

AFC:

During budget season – 5:30pm

Non-budget season – 6pm

(All Meeting Times Subject to Change as Needed)

[Calendar approved at 11/10/2020 AFC Meeting]

## JANUARY

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## FEBRUARY

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## MARCH

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**ADVANCE OPPORTUNITY.  
ACHIEVE EQUITY.**

### **Race: the Power of an Illusion (8 hour Training)**

This video series and facilitated discussion is the "basic RSJI training" for all City employees. The training uses the three-part Public Broadcasting System video series that examines race, power and privilege through the history of the United States and up to present-day causes of racial disparities. The curriculum guides the participants through the series with small and large group discussions throughout the day that facilitate the learning objectives.

#### **Course Learning Objectives:**

- Increase awareness of the City's Race and Social Justice (RSJ) Initiative
- Examine beliefs about race, advantage & justice, and how these issues impact organizations/institutions.
- Promote an understanding of the term "institutional racism" and how it differs from individual racism
- Gain awareness of historical cases of institutional racism
- Begin recognizing examples of institutional racism within the City of Seattle policies, practices & procedures, and begin to explore solutions together

#### **Race: the Power of an Illusion Video:**

Episode One – "The Difference Between Us" examines how recent scientific discoveries have toppled the concept of biological race and dismantles our most basic myths about race groups.

Episode Two, "The Story We Tell" uncovers the roots of how and why the race concept created early in the formation of this country became "the stories" that rationalized contradictory public policy and became the foundation for beliefs that still have impact.

Episode Three – "The House We Live In" focuses not on individual behaviors and attitudes, but on how our institutions shape and create race, giving different groups vastly unequal life chances. Who defines race? How in the early 20<sup>th</sup> century, the courts were called upon to determine who was white and they employed contradictory logic to maintain the color line. This episode reveals some of the ordinary social institutions that quietly channel wealth and opportunity, so that white people benefit from institutionalized racism without being racist.



# Racial Equity Toolkit

## to Assess Policies, Initiatives, Programs, and Budget Issues

The vision of the Seattle Race and Social Justice Initiative is to eliminate racial inequity in the community. To do this requires ending [individual racism](#), [institutional racism](#) and [structural racism](#). The Racial Equity Toolkit lays out a process and a set of questions to guide the development, implementation and evaluation of policies, initiatives, programs, and budget issues to address the impacts on racial equity.

### When Do I Use This Toolkit?

**Early.** Apply the toolkit early for alignment with departmental racial equity goals and desired outcomes.

### How Do I Use This Toolkit?

**With Inclusion.** The analysis should be completed by people with different racial perspectives.

**Step by step.** The Racial Equity Analysis is made up of six steps from beginning to completion:



# Racial Equity Toolkit Assessment Worksheet

Title of policy, initiative, program, budget issue: \_\_\_\_\_

Description: \_\_\_\_\_

Department: \_\_\_\_\_ Contact: \_\_\_\_\_

☐ Policy    ☐ Initiative    ☐ Program    ☐ Budget Issue

## Step 1. Set Outcomes.

**1a. What does your department define as the most important racially equitable **community outcomes** related to the issue?** *(Response should be completed by department leadership in consultation with RSJI Executive Sponsor, Change Team Leads and Change Team. Resources on p.4)*

**1b. Which racial equity **opportunity area(s)** will the issue primarily impact?**

- ☐ Education  
☐ Community Development  
☐ Health  
☐ Environment

- ☐ Criminal Justice  
☐ Jobs  
☐ Housing

**1c. Are there impacts on:**

- ☐ Contracting Equity  
☐ Workforce Equity

- ☐ Immigrant and Refugee Access to Services  
☐ Inclusive Outreach and Public Engagement

Please describe:

## Step 2. Involve stakeholders. Analyze data.

**2a. Are there impacts on geographic areas?** ☐ Yes    ☐ No

Check all neighborhoods that apply (see map on p.5):

- ☐ All Seattle neighborhoods  
☐ Ballard  
☐ North  
☐ NE  
☐ Central

- ☐ Lake Union  
☐ Southwest  
☐ Southeast  
☐ Delridge  
☐ Greater Duwamish

- ☐ East District  
☐ King County (outside Seattle)  
☐ Outside King County

Please describe:

**2b. What are the racial demographics of those living in the area or impacted by the issue?**

*(See Stakeholder and Data Resources p. 5 and 6)*

**2c. How have you involved community members and **stakeholders**?** *(See p.5 for questions to ask community/staff at this point in the process to ensure their concerns and expertise are part of analysis.)*

**2d. What does data and your conversations with **stakeholders** tell you about existing racial inequities that influence people's lives and should be taken into consideration?** (See Data Resources on p.6. *King County Opportunity Maps* are good resource for information based on geography, race, and income.)

**2e. What are the root causes or factors creating these racial inequities?**

*Examples: Bias in process; Lack of access or barriers; Lack of racially inclusive engagement*

### Step 3. Determine Benefit and/or Burden.

Given what you have learned from data and from stakeholder involvement...

**3. How will the policy, initiative, program, or budget issue increase or decrease racial equity?** What are potential unintended consequences? What benefits may result? Are the impacts aligned with your department's community outcomes that were defined in Step 1?

### Step 4. Advance Opportunity or Minimize Harm.

**4. How will you address the impacts (including unintended consequences) on racial equity?** What strategies address immediate impacts? What strategies address root causes of inequity listed in Q.6? How will you partner with stakeholders for long-term positive change? If impacts are not aligned with desired community outcomes, how will you re-align your work?

Program Strategies? \_\_\_\_\_

Policy Strategies? \_\_\_\_\_

Partnership Strategies? \_\_\_\_\_

### Step 5. Evaluate. Raise Racial Awareness. Be Accountable.

**5a. How will you evaluate and be **accountable**?** How will you evaluate and report impacts on racial equity over time? What is your goal and timeline for eliminating racial inequity? How will you retain stakeholder participation and ensure internal and public accountability? How will you raise awareness about racial inequity related to this issue?

**5b. What is unresolved?** What resources/partnerships do you still need to make changes?

### Step 6. Report Back.

Share analysis and report responses from Q.5a. and Q.5b. with Department Leadership and Change Team Leads and members involved in Step 1.

## Creating Effective Community Outcomes

**Outcome = the result that you seek to achieve through your actions.**

***Racially equitable* community outcomes = the specific result you are seeking to achieve that advances racial equity in the community.**

When creating outcomes think about:

- What are the greatest opportunities for creating change in the next year?
- What strengths does the department have that it can build on?
- What challenges, if met, will help move the department closer to racial equity goals?

Keep in mind that the City is committed to creating racial equity in seven key opportunity areas: **Education, Community Development, Health, Criminal Justice, Jobs, Housing, and the Environment.**

**Examples of community outcomes that increase racial equity:**

OUTCOME	OPPORTUNITY AREA
Increase transit and pedestrian mobility options in communities of color.	Community Development
Decrease racial disparity in the unemployment rate.	Jobs
Ensure greater access to technology by communities of color.	Community Development, Education, Jobs
Improve access to community center programs for immigrants, refugees and communities of color.	Health, Community Development
Communities of color are represented in the City's outreach activities.	Education, Community Development, Health, Jobs, Housing, Criminal Justice, Environment
The racial diversity of the Seattle community is reflected in the City's workforce across positions.	Jobs
Access to City contracts for Minority Business Enterprises is increased.	Jobs
Decrease racial disparity in high school graduation rates	Education

**Additional Resources:**

- **RSJI Departmental Work Plan:** <http://inweb/rsji/departments.htm>
- **Department Performance Expectations:** <http://web1.seattle.gov/DPETS/DPETSWEbHome.aspx>
- **Mayoral Initiatives:** <http://www.seattle.gov/mayor/issues/>

# Identifying Stakeholders + Listening to Communities of Color

## Identify Stakeholders

Find out who are the **stakeholders** most affected by, concerned with, or have experience relating to the policy, program or initiative? Identify racial demographics of neighborhood or those impacted by issue. (See *District Profiles in the [Inclusive Outreach and Public Engagement Guide](#) or refer to U.S. Census information on p.7)*

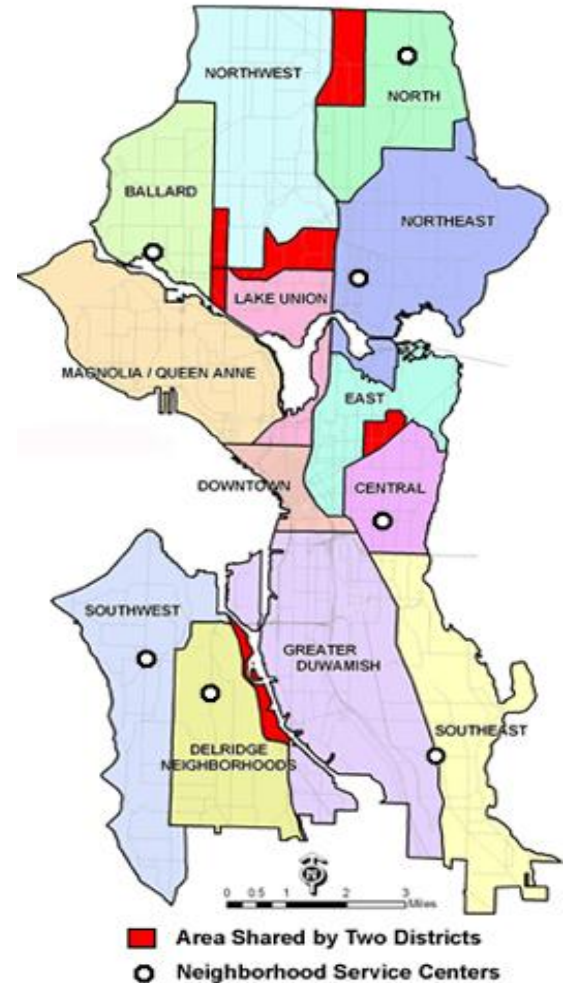
## Once you have identified your stakeholders ....

### Involve them in the issue.

Describe how historically underrepresented community stakeholders can take a leadership role in this policy, program, initiative or budget issue.

### Listen to the community. Ask:

1. What do we need to know about this issue? How will the policy, program, initiative or budget issue burden or benefit the community? (*concerns, facts, potential impacts*)
2. What factors produce or perpetuate racial inequity related to this issue?
3. What are ways to minimize any negative impacts (harm to communities of color, increased racial disparities, etc) that may result? What opportunities exist for increasing racial equity?



### Tip: Gather Community Input Through...

- Community meetings
- Focus groups
- Consulting with City commissions and advisory boards
- Consulting with Change Team

## Examples of what this step looks like in practice:

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

For resources on how to engage stakeholders in your work see the **Inclusive Outreach and Public Engagement Guide**: <http://inweb1/neighborhoods/outreachguide/>

## Data Resources

### City of Seattle Seattle's Population and Demographics at a Glance:

[http://www.seattle.gov/dpd/Research/Population\\_Demographics/Overview/default.asp](http://www.seattle.gov/dpd/Research/Population_Demographics/Overview/default.asp)

Website updated by the City Demographer. **Includes: Housing** Quarterly Permit Report • **Employment data** • 2010 Census data • **2006-2010 American Community Survey** • 2010 Census: Demographic highlights from the 2010 Census; Basic Population and Housing Characteristics Change from 1990, 2000, and 2010 – PDF report of counts of population by race, ethnicity and over/under 18 years of age as well as a total, occupied and vacant housing unit count; Three-page subject report – PDF report of detailed population, household and housing data • American Community Survey: **2010 5-year estimates and 2009 5-year estimates** • Census 2000 • Permit Information: Comprehensive Plan Housing Target Growth Report for Urban Centers and Villages; Citywide Residential Permit Report • Employment Information: Comprehensive Plan Employment Target Growth Report for Urban Centers and Villages; Citywide Employment 1995-2010 • The Greater Seattle Datasheet: a report by the Office of Intergovernmental Relations on many aspects of Seattle and its region.

**SDOT Census 2010 Demographic Maps** (by census blocks): Race, Age (under 18 and over 65) and Median Income [http://inweb/sdot/rsji\\_maps.htm](http://inweb/sdot/rsji_maps.htm)

### Seattle's Population & Demographics Related Links & Resources (From DPD website:

[http://www.seattle.gov/dpd/Research/Population\\_Demographics/Related\\_Links/default.asp](http://www.seattle.gov/dpd/Research/Population_Demographics/Related_Links/default.asp))

#### Federal

- [American FactFinder](#): The U.S. Census Bureau's main site for online access to population, housing, economic, and geographic data.
- [Census 2000 Gateway](#): The U.S. Census Bureau's gateway to Census 2000 information.

#### State

- [Washington Office of Financial Management](#): OFM is the official state agency that provides estimates, forecasts, and reports on the state's population, demographic characteristics, economy, and state revenues.

#### Regional

- [Puget Sound Regional Council](#): PSRC is the regional growth management and transportation planning agency for the central Puget Sound region in Washington State.

#### County

- [King County Census Viewer](#): A web-based application for viewing maps and tables of more than 100 community census data indicators for 77 defined places in King County.
- [King County Department of Development and Environmental Services](#): the growth management planning agency for King County.
- [Seattle & King County Public Health - Assessment, Policy Development, and Evaluation Unit](#): Provides health information and technical assistance, based on health assessment data
- [King County Opportunity Maps](#): A Study of the Region's Geography of Opportunity. Opportunity maps illustrate where opportunity rich communities exist, assess who has access to those neighborhoods, and help to understand what needs to be remedied in opportunity poor neighborhoods. Puget Sound Regional Council.

#### City

- [The Greater Seattle Datasheet](#): A Seattle fact sheet courtesy of the City of Seattle's Office of Intergovernmental Relations.

#### Other

- [Seattle Times Census 2000](#): articles, charts related to Census 2000 and the Seattle/Puget Sound region.



## Glossary

**Accountable-** Responsive to the needs and concerns of those most impacted by the issues you are working on, particularly to communities of color and those historically underrepresented in the civic process.

**Community outcomes-** The specific result you are seeking to achieve that advances racial equity.

**Contracting Equity-** Efforts to achieve equitable racial outcomes in the way the City spends resources, including goods and services, consultants and contracting.

**Immigrant and Refugee Access to Services-** Government services and resources are easily available and understandable to all Seattle residents, including non-native English speakers. Full and active participation of immigrant and refugee communities exists in Seattle's civic, economic and cultural life.

**Inclusive Outreach and Public Engagement-** Processes inclusive of people of diverse races, cultures, gender identities, sexual orientations and socio-economic status. Access to information, resources and civic processes so community members can effectively engage in the design and delivery of public services.

**Individual racism-** Pre-judgment, bias, stereotypes about an individual or group based on race. The impacts of racism on individuals including white people internalizing privilege and people of color internalizing oppression.

**Institutional racism-** Organizational programs, policies or procedures that work to the benefit of white people and to the detriment of people of color, usually unintentionally or inadvertently.

**Opportunity areas-** One of seven issue areas the City of Seattle is working on in partnership with the community to eliminate racial disparities and create racial equity. They include: Education, Health, Community Development, Criminal Justice, Jobs, Housing and the Environment.

**Racial equity-** When social, economic and political opportunities are not predicted based upon a person's race.

**Racial inequity-** When a person's race can predict their social, economic and political opportunities and outcomes.

**Stakeholders-** Those impacted by proposed policy, program or budget issue who have potential concerns or issue expertise. Examples might include: specific racial/ethnic groups, other institutions like Seattle Housing Authority, schools, community-based organizations, Change Teams, City employees, unions, etc.

**Structural racism** - The interplay of policies, practices and programs of multiple institutions which leads to adverse outcomes and conditions for communities of color compared to white communities that occurs within the context of racialized historical and cultural conditions.

**Workforce Equity-** Ensure the City's workforce diversity reflects the diversity of Seattle



# Racial Equity Impact Assessment

## What are Racial Equity Impact Assessments?

A Racial Equity Impact Assessment (REIA) is a systematic examination of how different racial and ethnic groups will likely be affected by a proposed action or decision. REIAs are used to minimize unanticipated adverse consequences in a variety of contexts, including the analysis of proposed policies, institutional practices, programs, plans and budgetary decisions. The REIA can be a vital tool for preventing institutional racism and for identifying new options to remedy long-standing inequities.

## Why are they needed?

REIAs are used to reduce, eliminate and prevent racial discrimination and inequities. The persistence of deep racial disparities and divisions across society is evidence of institutional racism--the routine, often invisible and unintentional, production of inequitable social opportunities and outcomes. When racial equity is not consciously addressed, racial inequality is often unconsciously replicated.

## When should it be conducted?

REIAs are best conducted during the decision-making process, prior to enacting new proposals. They are used to inform decisions, much like environmental impact statements, fiscal impact reports and workplace risk assessments.

## Where are they in use?

The use of REIAs in the U.S. is relatively new and still somewhat limited, but new interest and initiatives are on the rise. The United Kingdom has been using them with success for nearly a decade.

## EXAMPLES OF RACIAL JUSTICE EQUITY IMPACTS

### Equity and Social Justice Initiative

*King County, WA*

The county government is using an Equity Impact Review Tool to intentionally consider the promotion of equity in the development and implementation of key policies, programs and funding decisions.

### Race and Social Justice Initiative

*Seattle, WA*

City Departments are using a set of Racial Equity Analysis questions as filters for policy development and budget making.

### Minority Impact Statements

*Iowa and Connecticut*

Both states have passed legislation which requires the examination of the racial and ethnic impacts of all new sentencing laws prior to passage. Commissions have been created in Illinois and Wisconsin to consider adopting a similar review process. Related measures are being proposed in other states, based on a model developed by the Sentencing Project.

### Proposed Racial Equity Impact Policy

*St. Paul, MN*

If approved by the city council, a Racial Equity Impact Policy would require city staff and developers to compile a "Racial Equity Impact Report" for all development projects that receive a public subsidy of \$100,000 or more.

### Race Equality Impact Assessments

*United Kingdom*

Since 2000, all public authorities required to develop and publish race equality plans must assess proposed policies using a Race Equality Impact Assessment, a systematic process for analysis.

# Racial Equity Impact Assessment **GUIDE**

*Below are sample questions to use to anticipate, assess and prevent potential adverse consequences of proposed actions on different racial groups.*

## **1. IDENTIFYING STAKEHOLDERS**

Which racial/ethnic groups may be most affected by and concerned with the issues related to this proposal?

## **2. ENGAGING STAKEHOLDERS**

Have stakeholders from different racial/ethnic groups—especially those most adversely affected—been informed, meaningfully involved and authentically represented in the development of this proposal? Who's missing and how can they be engaged?

## **3. IDENTIFYING AND DOCUMENTING RACIAL INEQUITIES**

Which racial/ethnic groups are currently most advantaged and most disadvantaged by the issues this proposal seeks to address? How are they affected differently? What quantitative and qualitative evidence of inequality exists? What evidence is missing or needed?

## **4. EXAMINING THE CAUSES**

What factors may be producing and perpetuating racial inequities associated with this issue? How did the inequities arise? Are they expanding or narrowing? Does the proposal address root causes? If not, how could it?

## **5. CLARIFYING THE PURPOSE**

What does the proposal seek to accomplish? Will it reduce disparities or discrimination?

## **6. CONSIDERING ADVERSE IMPACTS**

What adverse impacts or unintended consequences could result from this policy? Which racial/ethnic groups could be negatively affected? How could adverse impacts be prevented or minimized?

## **7. ADVANCING EQUITABLE IMPACTS**

What positive impacts on equality and inclusion, if any, could result from this proposal? Which racial/ethnic groups could benefit? Are there further ways to maximize equitable opportunities and impacts?

## **8. EXAMINING ALTERNATIVES OR IMPROVEMENTS**

Are there better ways to reduce racial disparities and advance racial equity? What provisions could be changed or added to ensure positive impacts on racial equity and inclusion?

## **9. ENSURING VIABILITY AND SUSTAINABILITY**

Is the proposal realistic, adequately funded, with mechanisms to ensure successful implementation and enforcement. Are there provisions to ensure ongoing data collection, public reporting, stakeholder participation and public accountability?

## **10. IDENTIFYING SUCCESS INDICATORS**

What are the success indicators and progress benchmarks? How will impacts be documented and evaluated? How will the level, diversity and quality of ongoing stakeholder engagement be assessed?

**Possible Meeting Dates for SRRC following Regular Assembly Meetings &  
Committee of the Whole**

**[Tuesdays at Noon unless otherwise noted]**

<b>Date</b>	<b>COW/ASSM</b>	<b>Quorum (Y/N)</b>	<b>Notes</b>
11-May	COW		
25-May	ASSM		
8-Jun	COW		
15-Jun	ASSM		
29-Jun	COW		
13-Jul	ASSM		
20-Jul	COW		
3-Aug	ASSM		
10-Aug	COW		
24-Aug	ASSM		
31-Aug	COW		
14-Sep	ASSM		
21-Sep	COW		
21-Oct	ASSM		Thurs after Assembly Reorg Mtg on 10/19
26-Oct	COW		
9-Nov	ASSM		
23-Nov	COW		
30-Nov	ASSM		
14-Dec	COW		
21-Dec	ASSM		

# OMA: Open Meetings Act

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- **A.S. 29.20.020, A.S. 44.62.310, Charter 3.12(d)**
  - ❖ All meetings to be public
  - ❖ Public have an opportunity to comment at regular and special meetings

# OMA: What *is* a Meeting?

## ❖ Advisory-only board

- (a) a prearranged gathering of board members (b) for the purpose of considering a topic that the body is empowered to act upon

## ❖ Decision-making or Policy-making board

- (a) When more than 3 members or a majority, whichever is less, are present and (b) consider a topic that the board is empowered to act upon.

# OMA: Best Practices

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- ❖ OMA purpose is to ensure deliberations of a board are done in public.
- ❖ Minimize private Board member discussions.
- ❖ “Serial” meetings: Avoid using “reply all” in email.
- ❖ Reasonable notice of meeting.
  - *24 hrs. min., more notice for complex issues*
- ❖ Make sure agendas include location and time.
- ❖ Cure by completely redoing illegal action.