



**Oregon Volunteers (OV)**  
*Oregon Commission for Voluntary Action and Service*

**Voting Members**

**Pablo Brito**, Volunteer & Outreach Specialist, Friends of Trees

**Mila Buckland**, Curriculum & Training Manager, Campus Compact of Oregon

**Cord Bueker**, Workforce Policy Analyst, Department of Education

**Ross Cornelius**, Client Services Manager, Walsh Construction

**Jorge Cruz**, Program Director, Metropolitan Family Service

**Bill Deiz**, Services Expert: Communications

**Heidi Edwards**, Executive VP, PCC Federation of Faculty and Academic Professionals

**Michael Fieldman**, Executive Director, UCAN

**Adele McAfee**, Secretary, Executive Assistant, City of Bend

**Jayesh Palshikar**, Member-At-Large, Volunteer, Scouts BSA

**Derenda Schubert, PhD**, Co-Chair, Executive Director, Bridge Meadows

**Courtney Snead**, Services Expert: Civic Engagement

**Josh Todd**, Co-Chair, Executive Director, Campus Compact of Oregon

**Elias Villegas**, Dean, Chemeketa Community College

**Kelly Wessels**, Chief Operating Officer, UCAN

**Non-Voting Members**

**Geoffrey Hickox**, Ex-Officio, State Director, CNCS

**Commission Staffing**

**Carie Bauer**, Director, Oregon Volunteers

**Barbara Zeal**, Program Analyst, OWI

**Stephanie Solomon**, Program Support Specialist, OWI

**January 11<sup>th</sup>, 2019**

10:30am – 2:30pm  
HECC PSB H301

255 Capitol Street NE, Third Floor, Salem, OR 97310  
To listen, call: 888-808-6929, Access Code: 2135630

*Persons wishing to testify during the public comment period should sign up at the meeting.  
Times approximate and order of agenda items may vary. (Limit 3 mins.)*

**AGENDA**

<b>10:30</b>	<b>1.0</b>	<b>Preliminary and Commission Business</b>	Chair Schubert
	1.1	Agenda Review	
	1.2	Welcome New Commissioner: Courtney Snead	
	1.3	<b>ACTION ITEM:</b> Approve November Minutes	
	1.4	Commissioner Announcements	
	1.5	Public Comment	
<b>10:50</b>	<b>2.0</b>	<b>Commission Reports</b>	
	2.1	OV Director Report	C. Bauer
	2.2	CNCS State Office Director Report	G. Hickox
<b>11:15</b>	<b>3.0</b>	<b>Equity Lens Discussion</b> <i>(working lunch)</i>	Chair Todd
<b>12:30</b>	<b>4.0</b>	<b>Mapping &amp; Outreach Project</b>	Hickox & Bauer
<b>1:00</b>	<b>5.0</b>	<b>Governor's Recommended Budget Overview</b>	K. Humelbaugh
<b>1:20</b>	<b>6.0</b>	<b>AmeriCorps*State Grant Cycle Update</b>	C. Bauer
<b>1:45</b>	<b>7.0</b>	<b>Commission Recruitment</b>	Chairs Schubert and Todd
<b>2:15</b>	<b>8.0</b>	<b>Discussion: Commission Retreat</b>	C. Bauer
<b>2:25</b>	<b>9.0</b>	<b>Next Dates of Importance</b> Next Commission Meeting: April 26 <sup>th</sup> February 7 <sup>th</sup> : HECC Commission Meeting ASC/CNCS Trainings: February 13-14th AmeriCorps Week: March 11-17th March 13: Elevating the Role of National Service in Disaster Response and Recovery National Service Recognition Day: April 2nd	Chair Schubert
<b>2:30</b>	<b>10.0</b>	<b>Adjourn</b>	Chair Schubert



## **Director's Report**

**January 2019**

The following is a general summary of news and activity:

---

### **Fiscal Operations**

Grant payments and agreements: HECC Finance has issued payments for 17-18 grantee invoices and is processing requested extensions for those grant agreements. 2018-2019 Grant Agreements were issued to grantees on 12-21, and Finance is prioritizing the incoming invoices for the Aug-Dec time period. (No Update) HECC Fiscal is preparing the grant transfer request paperwork.

OV successfully applied for the 2019 Commission Investment Fund and 2019 Commission Support Grants. OV was awarded the full increased \$265,000 annual allotment under the 2019 CSG, meeting match requirements from \$250,000 in General Fund and \$15,000 + in staffing match through HECC. The 2019 CIF is a 6-month grant (from July-Dec.), augmenting the 2018 CIF (Sept. – July). That award totaled \$165,316. The timing is set up to position CNCS to change the CIF period to a calendar year, aligned with the CSG.

### **AmeriCorps/CNCS:**

Surge Grants: CNCS has issued surge funds to states to distribute to programs who opted in to recheck their members. Those funds will begin to go out next month but programs can start their checks now.

This year is the 25<sup>th</sup> Anniversary of AmeriCorps. CNCS has not yet identified a specific day for celebration but Commissions (and OV) will begin determining ways to celebrate at points throughout the year.

Transformation & Sustainability Plan: CNCS continues to move forward with the implementation. See CNCS report for additional info. Summary: Moving to regional structure – 8 Offices. CNCS' goal is to bring CNCS into closer alignment with other federal agencies and be more responsive to areas of need. The West Coast office will operate out of LA.

### **Events & TTA**

*Life After:* Planning is underway for the upcoming Life After event, the 'exit conference' for OR AmeriCorps members. Current: identifying Salem venue, drafting format, confirming date.

*Elevating the Role of National Service in Disaster Response and Recovery:* Scheduled for March 13 in Portland, OR @ Crown Plaza. Commissioners are invited to attend; especially those with interest in AmeriCorps/Volunteerism subcommittees that will address OV's role in disaster response. Registration is free: <http://www.cvent.com/d/jbq4kq>.

### **Partnerships/Outreach:**

OV is participating in the PSA /AmeriCorps: Be the Greater Good campaign. This match campaign could generate a significant amount of in-kin match for commissions in 201920, and help boost the visibility of AmeriCorps in the state. OV's logo will be co-branded on the screen. CNCS will send all the PSA links/tapes to TV stations in February. OV will be responsible for the follow-up process (emails, calls, encouragement to air them, etc.) OV must complete those actions to count the match.

## CNCS TRANSFORMATION AND SUSTAINABILITY PLAN UPDATES

**Announcing a path forward on regional structure and grants management and monitoring.** As previously announced, CNCS will transition to a regional field structure to improve consistency in how our agency delivers its services, strengthen continuity in our operations, and create more robust career ladders for staff. After thorough analysis, CNCS will implement a new eight-region field structure. The agency's new regional offices will be located in Los Angeles, CA; Denver, CO; Kansas City, MO; Austin, TX; Columbus, OH; Atlanta, GA; Philadelphia, PA; and Manchester, NH, which is part of the Greater Boston region. This regional structure will bring CNCS into closer alignment with many other federal agencies and position CNCS to be even more responsive to areas of need. We will continue to serve and strengthen our partnership with Governor-appointed State Service Commissions that continue to carry out their mission of service in every state.

**Additionally, CNCS will establish a new role of Grant and Project Portfolio Managers in each region.** This role will be responsible for combined programmatic and financial management of grants and programs, enabling grantees and sponsors to have a single point of contact within the agency, and enabling CNCS staff to have an all-encompassing view of their grants and projects. To complement this more streamlined approach, Portfolio Managers will service the full menu of CNCS national service programs – including AmeriCorps State and National, Senior Corps, and AmeriCorps VISTA, as well as supporting AmeriCorps NCCC project development – from our regional field structure.

**Oversight of our grantees/sponsors remains a critical responsibility of our agency,** and an area in which CNCS must continue to strengthen its practices to be more responsive to areas of risk. To support our goal of improved oversight, CNCS will establish a centralized compliance monitoring unit at headquarters to oversee grantee, sponsor, member, and volunteer compliance with federal requirements, as well as other areas of compliance.

[More information.](#)

## ELEVATING THE ROLE OF NATIONAL SERVICE IN DISASTER RESPONSE AND RECOVERY MARCH 13, PORTLAND, OR

This free, one-day event, presented in partnership with the CNCS Disaster Services Unit and Senior Corps, National Service partners will learn how they can engage in disaster response and recovery in their own communities. Attendees will:

- Learn about common roles for Senior Corps grantees and other national service programs in disaster response
- Identify the specific roles that might be right for their program
- Determine the local community stakeholders with whom they can partner to make an impact
- Begin building relationships with fellow national service grantees

## NATIONAL SERVICE RECOGNITION DAY APRIL 2

On National Service Recognition Day, thousands of local leaders across the country honor AmeriCorps members and Senior Corps volunteers by participating in recognition events, issuing official proclamations, and taking to social media in a nationwide show of appreciation. This annual initiative takes place the first Tuesday in April, and is led by the Corporation for National and Community Service (CNCS), the National League of Cities, the National Association of Counties, and Cities of Service.

## NATIONAL SERVICE CRIMINAL HISTORY CHECKS- EXEMPTION PERIOD ONGOING

Thursday, Nov. 15, CNCS launched the recently approved National Service Criminal History Check (NSCHC) vendor, Truescreen. This vendor is available to provide State and National Sex Offender Public Website (NSOPW) checks to CNCS grantees. Truescreen's sister company, Fieldprint, will continue to provide CNCS grantees with FBI checks.

CNCS authorized a number of directives to support grantee use of Truescreen and Fieldprint, namely:

1. Additional funding for AmeriCorps State and National and Senior Corps grantees to use Truescreen and/or Fieldprint to obtain compliant checks on individuals serving or working in covered positions.
2. An exemption period during which CNCS will not take administrative enforcement action for noncompliance for grantees that conduct rechecks of covered positions, using Truescreen and/or Fieldprint.

Additionally, to emphasize our priority to utilize CNCS-approved vendors and desire for a more streamlined NSCHC process, CNCS will implement the following changes over the coming months:

1. Phase out most of the currently approved Alternative Search Procedures (ASPs) at the end of calendar year 2019.
2. Implement a process where a manual hold may be placed on grant funds for grantees who are found to be noncompliant with the NSCHC requirement until grantees are able to obtain compliance using the agency's approved vendors.
3. Implement a new cost-based disallowance policy to replace the current NSCHC Disallowance Matrix.

OV, State Office and NCCC will travel to Josephine County/United Way Jan. 22-23 to present on the benefits of AmeriCorps to local community members and nonprofit staff.

We continue to receive 2-3 inquiries a month from organizations interested in either partnering with a grantee as a service site or starting an AmeriCorps program.

**Upcoming Meetings/Dates of Note/Holidays:**

January 21<sup>st</sup>: Martin Luther King, Jr. Day

February 7<sup>th</sup>: HECC Commission Meeting

March 13<sup>th</sup> : Elevating National Service....

May TBD: Life After AmeriCorps

**(Common) Key:**

CNCS: Corporation for National and Community Service

ASC: America's Service Commissions

NCCC: National Civilian Community Corps

VISTA: Volunteers in Service To America

HECC: Higher Education Coordinating Commission

OWI: Office of Workforce Investments

CSG: Commission Support Grant

CIF: Commission Investment Fund

# Higher Education Coordinating Commission 255 Capitol Street NE, Third Floor

CP 07310

Master list of OR AmeriCorps Site...

Styled by Stream of Service

3 rows couldn't be shown on the map.  
Fix errors highlighted red in the data  
table. [Open data table](#) [Dismiss](#)

 AmeriCorps State (149)

 VISTA (78)

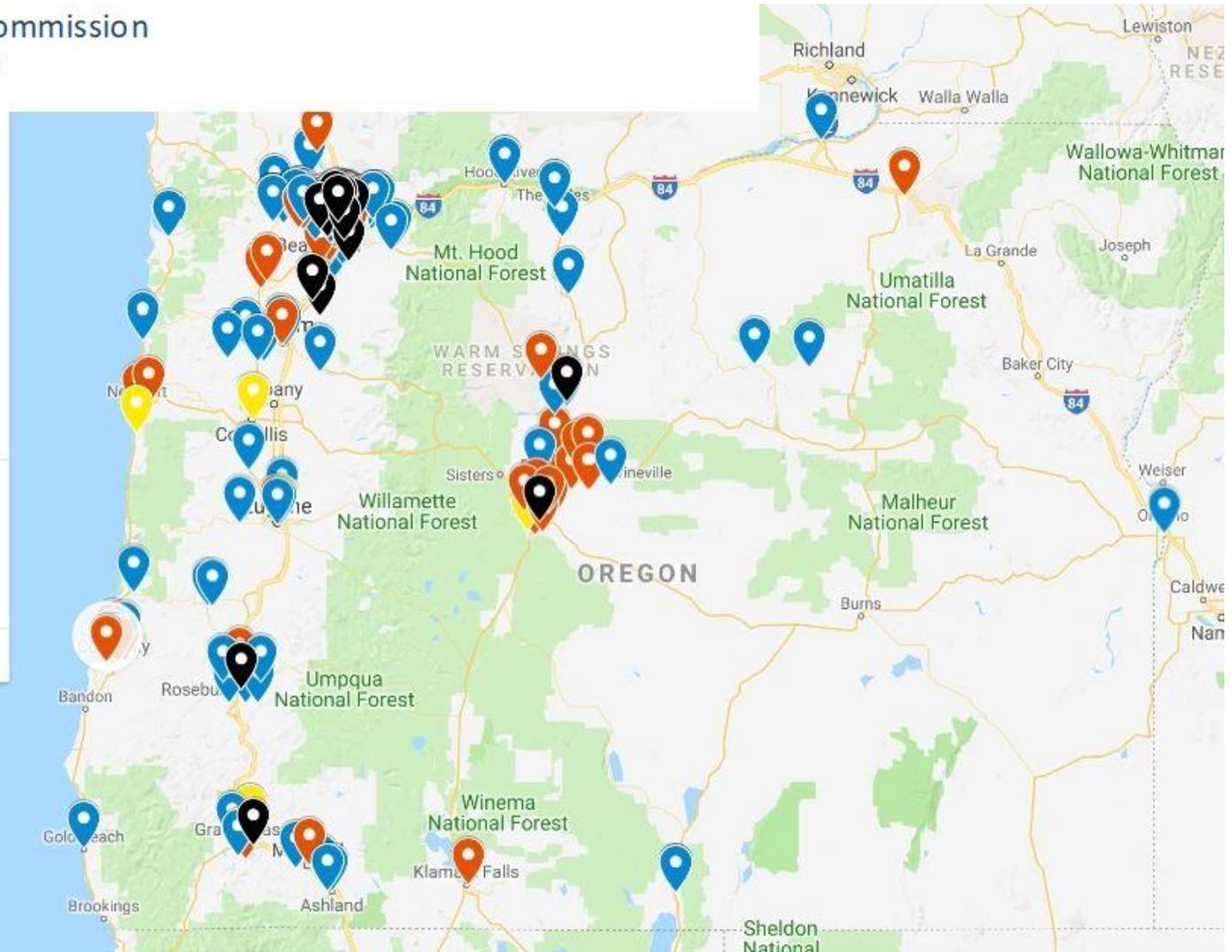
 AmeriCorps NCCC (7)

commissioners.xlsx

Uniform style

 All items (15)

Base map



The Oregon Equity Lens was adopted by the Higher Education Coordinating Commission (HECC) in 2014 as a cornerstone to the State's approach to education policy and budgeting. The Equity Lens was originally developed by and adopted by the former Oregon Education Investment Board (OEIB), and is implemented by the Oregon Chief Education Office in addition to the HECC.



## Oregon Equity Lens: Preamble

In 2011, the Oregon Legislature created the Oregon Education Investment Board, which had a vision of educational equity and excellence for each and every child and learner in Oregon. The OEIB believed that we must ensure sufficient resource is available to guarantee student success, and that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. As the Higher Education Coordinating Commission, with our Oregon education partners, we continue this critical work started by the OEIB and reaffirm that the attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all. It is through educational equity that Oregon will continue to be a wonderful place to live and make progress towards becoming a place of economic, technologic and cultural innovation.

Oregon faces many growing opportunity and systemic gaps that threaten our economic competitiveness and our capacity to innovate. The first is the persistent gap of student growth as measured by graduation rates, state assessments and daily attendance for our growing populations of communities of color, immigrants, migrants, and rural students navigating poverty. While students of color make up 35% of the educational pipeline in our state<sup>1</sup>—our opportunity and systemic gaps continue to persist. As our diversity grows and our ability to meet the needs and recognize the strengths of these students remains stagnant or declines—we limit the opportunity of everyone in Oregon. The persistent educational disparities have cost Oregon billions of dollars in lost economic output<sup>1</sup> and these losses are compounded every year we choose not to properly address these inequalities.

The second opportunity gap is one of disparity between Oregon and the rest of the United States. When the OEIB started this work, Oregon's achievement in state benchmarks had remained stagnant—and in some communities of color had declined—while other states had begun to, or had already surpassed, our statewide rankings. Disparities in educational attainment can translate into economic decline and a loss of competitive and creative capacity for our state. We believe that one of our most critical responsibilities going forward is to implement a set of concrete system changes and policies to deliver a truly student-centric education system that improves outcomes and opportunities for students across Oregon.

The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment. We are simultaneously committed to identifying strengths in communities and promising practices in our educational systems.<sup>2</sup>

### Chief Education Office Vision Statement

Our vision is to build and coordinate a seamless system of education that meets the diverse learning needs of students from cradle to career, and ensures each student graduates high school with the support and opportunities to prosper.

### Higher Education Coordinating Commission Vision Statement

The State of Oregon's Higher Education Coordinating Commission (HECC) is dedicated to fostering and sustaining the best, most rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable and coordinated network for educational achievement beyond high school.

# Oregon Equity Lens: Beliefs

**We believe** that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

**We believe** that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

**We believe** students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in “talented and gifted.”

**We believe** that the students who have previously been described as “at-risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our State education goals.

**We believe** that intentional and proven practices must be implemented to return out of school youth to the appropriate and culturally sustaining educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.

**We believe** that ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and culturally appropriate family engagement and support. This is not simply an expansion of services—it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population—0-5 year olds and their families.

**We believe** that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.

**We believe** that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen, and have the courage to share decision-making, control, and resources.

**We believe** every learner should have access to information about a broad array of career opportunities and apprenticeships. These will show them multiple paths to employment yielding family-wage incomes without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

**We believe** that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, emerging bi-lingual students and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.

**We believe** the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

**Finally, we believe** in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”<sup>3</sup> An equitable education system requires providing teachers with the tools and support to meet the needs of each student, and a dedicated effort to increase the culturally and linguistically diverse educators who reflect Oregon’s rapidly changing student population.

## Case for Equity

### Oregonians have a shared destiny.

Individuals within a community and communities within a larger society need the ability to shape their own present and future, and we believe that education is a fundamental aspect of Oregon’s ability to thrive. Equity is both the means to educational success and an end that benefits us all. Equity requires the intentional examination of systemic policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some and perpetuate disparities. Data are clear that Oregon demographics have been changing to provide rich diversity in race, ethnicity, and language.<sup>4</sup> Working toward equity requires an understanding of historical contexts and the active investment in changing social structures and practice over time to ensure that students from all communities have the opportunities and support to realize their full potential.

# Oregon Equity Lens: Purpose

---

The purpose of the Equity Lens is to clearly articulate the shared goals we have for our state, the intentional policies, investments and systemic change we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. As the Chief Education Office executes its charge to align and build a cradle to career education system and the Higher Education Coordinating Commission executes its charge to foster pathways for postsecondary success, an equity lens is useful to ensure every learner is adequately prepared by educators for meaningful contributions to society.

The Equity Lens confirms the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access and success for many students in the Oregon education system. The Equity Lens emphasizes historically underserved students, such as out of school youth, emerging bilingual students (English language learners), and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocation, engagement, communications, data collection and analysis and educator hiring, preparation, and development.

# Oregon Equity Lens: Objectives

---

By utilizing the Equity Lens, the Higher Education Coordinating Commission aims to provide a common vocabulary and protocol for resource allocation, partnership, engagement, and strategic initiatives to support students and communities.

The following questions will be considered for resource allocation and evaluating strategic investments:

---

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?

---

2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?

---

3. How does the investment or resource allocation advance opportunities for historically underserved students and communities?

---

4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)

---

5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?

---

6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?

---

7. How are you collecting data on race, ethnicity, and native language?

---

8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?

---

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. The HECC will apply the Equity Lens to policy recommendations, and internal, and external practices as education leaders.

# Oregon Equity Lens: Definitions

---

**Equity:** Equity in education is the notion that each and every learner will receive the necessary resources they need individually to thrive in Oregon’s schools no matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic.

---

**Underserved Students:** Students whom systems have placed at risk because the systems have operationalized deficit-based thinking. Deficit thinking is the practice of having lower expectations for certain groups of people based on demographics or characteristics that they share. In doing so, an “at-risk” narrative is formed, in which students navigating poverty, culturally and linguistically diverse students, and/or historically underserved groups, and their families are pathologized and marginalized. This includes students who are treated differently because of their gender, race, sexual orientation, dis/ability, and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system.

---

**Race:** Race is a social—not biological—construct. We understand the term “race” to mean a racial or ethnic group that is generally recognized in society and often by government. When referring to those groups, we often use the terminology “people of color” or “communities of color” (or a name of the specific racial and/or ethnic group) and “white.” We also understand that racial and ethnic categories differ internationally, and that many local communities are international communities. In some societies, ethnic, religious and caste groups are oppressed and racialized. These dynamics can occur even when the oppressed group is numerically in the majority.

---

**White Privilege:** A term used to identify the privileges, opportunities, and gratuities offered by society to those who are white.

---

**Embedded Racial Inequality:** Embedded racial inequalities are also easily produced and reproduced—usually without the intention of doing so and without even a reference to race. These can be policies and practices that intentionally and unintentionally enable white privilege to be reinforced.

---

**40-40-20:** In 2011, the State of Oregon enacted legislation (ORS 350.014) creating the 40-40-20 educational attainment goal: that by 2025 all Oregonians will hold a high school diploma or equivalent, 40% of them will have an associate’s degree or a meaningful postsecondary certificate, and 40% will hold a bachelor’s degree or advanced degree.<sup>5</sup> 40-40-20 means representation of every student in Oregon, including students of color.

---

**Disproportionality:** Over-representation of students of color in areas that impact their access to educational attainment. This term is a statistical concept that actualizes the disparities across student groups.

---

**Opportunity Gap:** The lack of opportunity that many social groups face in our common quest for educational attainment and the shift of attention from the current overwhelming emphasis on schools in discussions of the opportunity gap to more fundamental questions about social and educational opportunity.<sup>6</sup>

---

**Culturally Responsive:** Recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.<sup>7</sup>

---

<sup>1</sup> U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimate.

<sup>2</sup> Alliance for Excellent Education. (November 2011). *The high cost of high school dropouts: What the nation pays for inadequate high schools.*

<sup>3</sup> Hattie, J. (2009), *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement.* P. 238.

<sup>4</sup> ODE (2016), *Oregon Statewide Report Card, 2015-16: An Annual Report to the Legislature on Oregon Public Schools.*

<sup>5</sup> *The Opportunity Gap* (2007). Edited by Carol DeShano da Silva, James Philip Huguley, Zenub Kakli, and Radhika Rao.

<sup>6</sup> The 40-40-20 statute was updated with the passage of HB 2311 (2017), refocusing it on students in the educational pipeline.

<sup>7</sup> Ladson-Billings, Gloria (2009- Second Edition, 1994). *The Dreamkeepers: Successful Teachers of African American Children*; Gay, Geneva (2010). *Culturally Responsive Teaching: Theory, Research, and Practice.* New York: Teachers College Press.

\* NOTE: *The Equity Lens* was edited in 2017 by the Higher Education Coordinating Commission with technical and data related updates.

# MFS EQUITY LENS

Our mission is to help people move beyond the limitations of poverty, inequity and social isolation. In pursuit of that mission, we are committed to the principles and practices that support social justice for all.

## VOICE

What privilege, positionality or biases are we starting with?

How and with whom must we share power and knowledge?



## ADVOCACY

Does our action help dismantle institutional, cultural or individual racism or other forms of discrimination (e.g. ageism)?

Who do we need help from to be successful?



## RELATIONSHIPS

How are we strengthening relationships so that we can better dismantle biases, prejudice or racism?

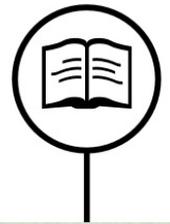
Does this action honor the wisdom, value and perspectives of our partners and allies?



## STRENGTHS

Do I (we) understand the strengths and wisdom that people and communities have or start with?

How do individual and communities share their strengths already?



**Community input drives our work.**

How are we reaching out to the groups and individuals who are stakeholders in the community?

What of those we do not currently have contact with or are hard to reach?

Are there ways in which our current programs and practices do not match what we are hearing from our community?

**Advocacy drives Awareness**

As we listen to service users and the community, what internal and external issues/barriers could potentially impact the approach or decision?

Who are allies and partners that could help you recognize and maneuver through barriers?

Have I come into this with an awareness of my biases?

**Relationships build community**

How much effort have you spent learning from the people who might be impacted by this decision?

How are we using the information that has been shared with us to guide our work?

What do we have in place to listen to the needs of the communities where we work?

**Empowered communities drive change.**

Have I asked open-ended (or enough) questions to understand this situation?

Who should I share power with to accomplish this task?

Is this decision able to empower to service users and communities?

Does our decision contribute to barriers that are hard to see?

## RESULTS/REFLECTIONS

Is anyone better off?

Would those that this decision affects agree that they were included in a vital and meaningful way?

What leadership did you bring forward or what truth did you speak that helped shape the outcome?

In what ways has your work in this instance advanced social justice and reduced disparities?

Portland Community College  
Critical Race Theory (CRT)  
Decision Making Toolkit







# Contents

## Resources

Introduction .....	2
Critical Race Theory Litmus Test .....	3
The “Take 5” Process Overview.....	4
PCC "Take 5" Worksheet .....	5-6
PCC "Take 5" Process .....	7
Fist of 5 Voting Method Steps: Option 1 .....	8-9
Case Study: Applying "Take 5" to a Scenario.....	10-13
Key Definitions .....	14-20
Sources Consulted.....	21



## Introduction

Portland Community College aspires to become an institution of higher education that operates with the theory of social justice as part of its foundation, mission and values. We are taking intentional steps as an institution to make PCC a more inclusive and welcoming learning/working environment.

In 2014, we adopted a strategic plan that commits PCC to applying Critical Race Theory (CRT) as part of our business practice, policy, and decision-making. CRT is both a paradigm and a practice that challenges dominant systems on race, racism, and inequality. CRT asks us to examine how and why practices and policies were created-and who they ultimately serve-as a means of challenging institutionalized forms of oppression. CRT is a theory that is still evolving and growing. We have chosen to base this work mostly on Kohli (2009)<sup>1</sup> because this author operationalized the theory in a higher education context.

The following tools and resources are a result of the District Leaders of Diversity Council looking at intentional ways to make CRT part of our everyday learning and work here at PCC. As shorthand for examining our practice, based on CRT, we ask you to “Take 5”-to take a moment to pause and reflect on the intention, identities and the beneficiaries of the proposed action.

The “Take 5” process incorporates CRT principles according to Kohli’s (2009)<sup>1</sup> “CRT Litmus test” and makes them more accessible to PCC’s current operational model. Whatever your role at the college may be, we encourage you to engage fully with this practice and to “Take 5” as you make decisions on behalf of PCC, its students, staff and stakeholders.

We hope that many will find the toolkit useful and actionable. Please feel free to contact the Office of Equity & Inclusion if you have any questions.

Warmly,

A handwritten signature in black ink, appearing to read "Kim Baker-Flowers".

Kim Baker-Flowers  
PCC Chief Diversity Officer

1 Kohli, R. (2009). 'Critical race reflections: valuing the experiences of teachers of color in teacher education', *Race Ethnicity and Education*, 12(2), 235-251. <http://dx.doi.org/10.1080/13613320902995491>



## Critical Race Theory Litmus Test (Kohli, 2009)

### 1. The centrality and intersectionality of race and racism.

CRT asserts that racism is a permanent component of American life.

### 2. The challenge to dominant ideology.

CRT challenges the claims of neutrality, objectivity, colorblindness, and meritocracy in society.

### 3. The commitment to social justice.

CRT is a framework that is committed to a social justice agenda to eliminate all forms of subordination of people.

### 4. The centrality of experiential knowledge.

CRT asserts that the experiential knowledge of people of color is appropriate, legitimate, and an integral part to analyzing and understanding racial inequality.

### 5. The interdisciplinary perspective.

CRT challenges historical inaccuracies and the unidisciplinary focuses of most analyses and insists that race and racism be placed in both a contemporary and historical context using interdisciplinary methods.



# The "Take 5" Process Overview

## We "Take 5" when we need to pause to make a decision:

1. Recognize Intersectionality:
2. Challenge the Dominant Perspective:
3. Commitment to Social Justice:
4. Value Experiential Knowledge:
5. Use an Interdisciplinary Approach:

## Important Considerations:

1. During the "Take 5" Process, consider how the status quo (or how PCC typically operates) has not been working effectively and equitably for all.
2. Recognize the power you do have to make change at PCC. This is a process to discuss potential outcomes and possible solutions.
3. Assigning roles, a time limit, and using group agreements help provide important structure for this process.
4. Circle back to the issue of race and make sure the group concurs as to whether race could be a factor (it is embedded and therefore hard to see initially).
5. Make some time (at a later date) to reflect on this process and what it might say about your particular work group.

## Assign roles:

Facilitator: leads group through the process

Note-taker: records group responses

Time-keeper: keeps track of the time



# PCC "Take 5" Worksheet

Use the following worksheet to document your process.

## Identify the Problem or Issue

A large, empty rectangular box with a thin teal border, intended for writing the identified problem or issue.

Fill out this worksheet as your group works through the Take 5 Process on the next page.

1. Recognition of Intersectionality	2. Challenge of Dominant Perspective
3. Commitment to Social Justice	
4. Value of Experiential Knowledge	5. Interdisciplinary Approach
Decision	



# PCC "Take 5" Process

## 1. Recognize Intersectionality:

With race at the center of the analysis, consider the identities of the individuals who will be impacted by the decision.

- A. First of all, what are the implications of race in this particular policy?
- B. Using the Identity cards, list the other identities involved in addressing the issue (pick 5 most relevant).
- C. How does PCC currently address this issue? How does that impact the identities involved?
- D. Who has power in this policy? Who benefits from this power? Who has less power, and what do they have to lose in this interaction?

## 2. Challenge Dominant Perspective:

Identify inequities involved in the issue and consider what would challenge the dominant perspective\*, i.e. the usual way of doing things.

- A. Brainstorm a list of ideas that would challenge dominant thinking or current practice at PCC.
- B. Consider how non-dominant groups (Ex: Trans bathroom-user) benefit or don't from the brainstormed list of ideas. [Facilitator note: indicate "yes", "maybe", "no" next to each listed idea. The group needs to determine whether there is a benefit or not]

## 3. Commit to Social Justice:

Address systemic inequities and commit to not do further harm.

- A. Using the list of brainstormed ideas from step 2, ensure that the possible solutions or ideas from the list do not do further harm but rather benefits those impacted by inequities.

## 4. Value Experiential Knowledge:

Consider the real-life experiences of the individuals impacted to inform the issue/decision.

- A. Use the identity cards to consider the potential life experiences of those impacted by the issue/decision.
- B. Has anyone asked the individual(s) who are being impacted?

## 5. Use an Interdisciplinary Approach:

Identify all the stakeholders, collaborators and potential solutions.

- A. Identify the multiple stakeholders.
- B. Have multiple perspectives been considered and incorporated into the process? (Ex. Faculty proposes XYZ, Students propose ABC, PCC lawyers propose XXX, etc.)

## Next Steps:

- Determine exactly what group is voting on.
- Vote with Fist of Five (see handout) to build consensus and finalize the decision.
- Note that the Take 5 process can also be used to evaluate and reevaluate decisions not only for new ones.



## \*Fist of Five Voting Method Steps

Imagine you have a topic that you want to get a vote on. Let's use a simple one: you have family or friends visiting and you are trying to decide on where to go to dinner. You talk and talk about options and it seems like everyone is okay with Indian food. You ask for a show of hands and seem to have a majority. So you start to call a local Indian restaurant and someone suddenly says, "I don't want that." HUH? I thought we agreed... This happens often in our personal and work lives.



1. State the question: "Is everyone okay with Indian food for dinner?"
2. Count: 1, 2, 3, vote! Everyone votes at the same time and hands must be held high. This may seem trivial but, for more contentious topics (although this could be one), it is important that people do not look to others in the room to see how to vote.
3. Each person votes by holding up 0, 1, 2, 3, 4, or 5 fingers.
4. The facilitator (or vote caller) looks around the room and quickly tallies the votes [and articulates to the group the result of the count]. The votes breakdown like this:
  - **0 fingers (a fist):** No way, terrible choice, I will not go along with it. A way to block consensus.
  - **1 finger:** I have serious reservations with this idea, but I vote to move forward, but I'd prefer to resolve the concerns before supporting it.
  - **2 fingers:** I have some concerns, but I'll go along and try it.
  - **3 fingers:** I will support the idea.
  - **4 fingers:** I like this idea, sounds good.
  - **5 fingers:** Absolutely, best idea ever! I'll champion it.

5. Based on the goal of the vote (as noted above), the facilitator takes the next steps...
  - A. **Goal: Check-in** — The facilitator uses the results to adjust the session, make changes, start a discussion, or other actions based on how the vote went and how he/she sees the process progressing. Was the vote what you expected? Different? Do you believe changes are required?
  - B. **Goal: Learn and gain consensus** — If you have some 0s, 1s, or 2s, ask for reasons. What reservations do they have? You ask for a brief summary or a bottom-line of the reasons. Ask for other bottom-line comment from others. Then call another vote. You may learn new information to restate the question and vote again.
  - C. **Goal: Vote and move forward** — If everyone has fingers up, that is a yes. If everyone has a fist up, that is a clear no. If there is a mix, it is a winner take all, number of hands with fists, vs. number of hands with fingers up (1 thru 5).

If you decide you want to learn more about people's reservations to develop a stronger decision, you can use the ideas from the goal 'Learn and gain consensus.' If you choose this, it is important to have a clear plan to move on, and for everyone to understand that you are not aiming for consensus, but instead Deep Democracy (you want all voices to be heard). The learning variation can be a challenge, since the facilitator will at some point have to decide when the vote stands. This can be very hard to do if you do not have an alliance developed with the group (certainly if you are not impartial and were just the one to call the vote). Everyone does not have to think this is the best idea ever, but Fist of Five voting provides a way for people to voice a spectrum of opinions. You may have some people that are willing to support the idea, even with some reservations. The process also airs different ideas and provides a clear way to discuss differences.

\*Learning with Fist of Five Voting, September 23, 2014 by Jake Calabrese



# Applying "Take 5" to a Scenario

## Scenario

Omar is a 17 year old first generation student, originally from Yemen. He is attending PCC and identifies as a transgender man. Omar does not feel comfortable with the multi-stall restroom designated for men as he has encountered harassment, fear, and surprise among other reactions when all he wants to do is go to the restroom. The building where he takes most of his classes only has multi-stall restrooms. Omar has separated from his family/community in California and is currently living in his car. He is fearful of talking to the staff at PCC due to his concerns of governmental involvement. He has confided about this issue to a female custodian.

## The group assigned roles:

Facilitator: led group through the process

Note-taker: recorded group responses

Time-keeper: kept track of the time

## The group had to answer the following questions:

### 1. Recognize Intersectionality

With race at the center of the analysis, consider the identities of the individuals who will be impacted by the decision.

- First of all, what are the implications of race in this particular policy?
- Using the Identity cards, list the other identities involved in addressing the issue (pick 5 most relevant).
- How does PCC currently address this issue? How does that impact the identities involved?
- Who has power in this policy? Who benefits from this power? Who has less power, and what do they have to lose in this interaction?

### 2. Challenge Dominant Perspective

Identify inequities involved in the issue and consider what would challenge the dominant perspective\*, i.e. the usual way of doing things.

- Brainstorm a list of ideas that would challenge dominant thinking or current practice at PCC.
- Consider how non-dominant groups (Ex: Trans bathroom-user) benefit or don't from the brainstormed list of ideas. [Facilitator note: indicate "yes", "maybe", "no" next to each listed idea. The group needs to determine whether there is a benefit or not]

### 3. Commit to Social Justice

Address systemic inequities and commit to not do further harm.

- Using the list of brainstormed ideas from step 2, ensure that the possible solutions or ideas from the list do not do further harm but rather benefits those impacted by inequities.

#### 4. Value Experiential Knowledge

Consider the real-life experiences of the individuals impacted to inform the issue/decision.

- A. Use the identity cards to consider the potential life experiences of those impacted by the issue/decision.
- B. Has anyone asked the individual(s) who are being impacted?

#### 5. Use an Interdisciplinary Approach

Identify all the stakeholders, collaborators and potential solutions.

- A. Identify the multiple stakeholders.
- B. Have multiple perspectives been considered and incorporated into the process? (Ex. Faculty proposes XYZ, Students propose ABC, PCC lawyers propose XXX, etc.)

#### Next Steps:

- Determine exactly what the group is voting on
- Vote with Fist of Five (see handout) to build consensus and finalize the decision.
- Note that the Take 5 process can also be used to evaluate and reevaluate decisions not only for new ones.

## What follows are the notes for how the group responded to the situation faced by Omar:

### 1. Intersectionality

- A. How does race impact this situation? As a Person of Color (POC), the student chose to communicate with a woman of Color custodian rather than going through more mainstream channels. As a POC, this student reached out to another POC. As a POC, this student experiences less access to institutional resources. It does not matter if the student's experiences of institutional access are real or perceived.
- B. Which identities are involved? (and 5 most relevant)? Race, undocumented, Yemeni, immigrant, food avail., first gen., Muslim, ESOL, transgender male, teen, no disability, houseless, skin color, geographic location.
- C. Current practice? We have insufficient gender neutral restrooms; no written policy, no viable option for Omar, student invisibility, unequal access to education, physical/emotional discomfort, promotes gender normative discourse (current PCC policy and how it impacts those identities)
- D. Who has power? PCC Admin, cisgender members of PCC.  
Who has less power? Queer community, LGBTQIA.

### 2. Challenge Dominant Perspective

Brainstorm list of ideas.

- A. Non-gender specific restrooms everywhere (YES, it challenges dominant perspective)
- B. Education for staff- restroom etiquette (YES, it challenges dominant perspective )
- C. Change signage (MAYBE, challenges dominant perspective)
- D. Focus groups & dialogue (NO, this is a status quo practice and it does not benefit non-dominant groups)

### 3. Commitment to Social Justice

Using the list, ensure no further harm.

- A. If the restrooms are single stall, there is no further harm. (Consideration: could sexual violence occur in single stall due to isolation?) If multi-stall, there are lots of implications and potential for further harm:
  - how it impacts other identities, such as religion
  - fewer women's restrooms as these would be converted
- B. Education for staff: restroom etiquette, gender-diverse education- potential for further harm
  - Who determines PCC restroom etiquette & how to do this in non-dominant way
  - negative behavior/attitude towards trans-presenting and/or trainers
  - Additional responsibilities for non-dominant trans educators/ add to workload
- C. Change of signage - potential for further harm
  - trans person who is accessing rest room per new policy/interacting with someone operating by old rules
  - depends on what is source of signage
- D. Focus groups & dialogue NOT NECESSARY TO EXPLORE as it does not challenge dominant perspective.

#### 4. Value Experiential Knowledge

- A. -Omar would benefit from single stall restrooms
  - Multi-stall restrooms would be problematic for Omar due to religion, trans, age, language;
  - Omar lacks institutional power
- B. Has anyone checked with the non-dominant person impacted? Talked to Omar?  
What are the solutions proposed by the folks most impacted by the decision?

#### 5. Interdisciplinary Approach

- A. Stakeholders: admin, students, staff, general public, all restroom users, city regulators
- B. Multiple perspectives: trans, religious, gender rigid, gender fluid, age
- C. Various perspectives:
  - Dominant perspective: status quo
  - Trans perspective: single or multiple, perspectives varies
  - City regulators and admin: what is the cost?
  - Facilities personnel/lawyers: “follow the legal parameters”
- D. Whose perspectives weren’t considered?

#### The decision:

- Use Ideas from stage 3 and 4 to determine decision and vote on the outcome.
- Does PCC move forward to provide single and multi-use rest rooms in a significant way?
- Spend some time clarifying what needs to be voted on.
- Understand this is a process and it may not all be decided today.

#### Using Fist of Five, group voted on:

- Status quo—keep things the same?
- Increase single stall?
- Increase multiple stall?
- Education to be led by LGBTQIA staff?



## PCC Diversity Definitions

### Adultism

Behaviors and attitudes based on the assumption that adults are better than young individuals, and entitled to act upon young individuals without their agreement.

### Ageism

Prejudiced thoughts, stereotyping and discriminatory actions based on differences in age; usually that of younger persons against older.

### Ally

An ally is typically a member of advantaged social groups who uses social power to take a stand against social injustice directed at targeted groups (Whites who speak out against racism, men who are anti-sexist). An ally works to be an agent of social change rather than an agent of oppression. (Adams, et al.)

### Asset-Based Approach

An asset-based approach is a methodology which focuses on strengths, potential and what is working well to support the growth of individuals and communities. It is a perspective that is based on the assumption that people have existing competencies and resources for their own empowerment. It assumes that people are capable of solving problems and learning new skills; they are a part of the process rather than just being guided.

### Cisgender

A person who conforms to gender/sex based expectations of society (also referred to as “Gender-straight” or “Gender Normative”). For example, if a doctor said “it’s a boy!” when you were born, and you identify as a man, then you could be described as cisgender. In other words, ‘cisgender’ is used to describe individuals who are not transgender

### Classism

A system of power and privilege based on the accumulation of economic wealth and social status. Classism is the mechanism by which certain groups of individuals, considered as a unit according to their economic, occupational, or social status, benefit at the expense of other groups.

### Collective Decision-Making

Collective or group decision-making (also known as collaborative decision-making) is a situation faced when individuals collectively make a choice from the alternatives before them. The decision is then no longer attributable to any single individual who is a member of the group.

## Co-optation

Various processes by which members of the dominant cultures or groups assimilate members of target groups, reward them, and hold them up as models for other members of the target groups. Tokenism is a form of co-optation.

## Critical Race Theory

A critical race theory in education challenges the dominant discourse on race and racism as they relate to education by examining how educational theory, policy, and practice are used to subordinate certain racial and ethnic groups.

There are at least five themes that form the basic perspectives, research methods, and pedagogy of a critical race theory in education (Kohli, 2009):

1. The centrality and intersectionality of race and racism
2. The challenge to dominant ideology
3. The commitment to social justice
4. The centrality of experiential knowledge
5. The interdisciplinary perspective

## Culturally Responsive Pedagogy

Culturally responsive pedagogy facilitates and supports the achievement of all students. In a culturally responsive classroom, reflective teaching and learning occur in a culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured and utilized to promote student achievement

## Culture

A social system of meaning and custom that is developed by a group of individuals to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication. (IDR) [anthropological/ sociologist: culture is comprised of four components: symbols, language, norms and values/beliefs.]

## Deficit-Based Approach

A deficit-based approach is a methodology for problem-solving which focuses on barriers or weaknesses, and emphasizes where there is failure, helplessness, and low expectations which need to be addressed. Current dominant culture approaches often create a dependency on outside resources and solutions.

## Disability

A person experiences disability when impairment substantially limits a major life activity, or when there is a history or perception of such a limitation. In a medical model, disability refers to abnormalities documented within the person. The solution is to accommodate the individual. In a social or cultural model, disability is recognized as a result of the interaction between the person and the environment. The solution is to proactively remove barriers. In practice, a person may be disabled in some environments, but not in others.

## Disablism

The belief that disabled individuals are inferior to non disabled individuals, leading to discrimination toward and oppression of individuals with disabilities and physical differences (Miller, Parker, and Gillinson, 2004)

## Diversity

Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, gender expression, country of origin, and ability as well as cultural, political, religious, or other affiliations). (AAC&U)

## Dominant Perspective/Dominant Culture

The dominant culture in a society refers to the established language, religion, values, rituals and social customs. These traits are often considered the norm for the society as a whole. The dominant culture is usually, but not always, in the majority and achieves its dominance by controlling social institutions such as communication, educational institutions, artistic expression, law, political process, and business. In a multicultural society, various cultures are celebrated and respected equally. Dominant culture is deliberately promoted via the suppression of other cultures or subcultures.

## Ethnicity

A social construct which divides individuals into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base. Examples of different ethnic groups are: Cape Verdean, Haitian, African American (Black); Chinese, Korean, Vietnamese (Asian); Cherokee, Mohawk, Navaho (Native American); Cuban, Mexican, Puerto Rican (Latino); Polish, Irish, and Swedish (White). (Adams, et al.)

## Equity

Takes into consideration the fact that the social identifiers (race, gender, socio-economic status, etc.) do in fact affect equality. In an equitable environment, an individual or a group would be given what was needed to give them equal advantage. This would not necessarily be equal to what others were receiving. It could be more or different. Equity is an ideal and a goal, not a process. It ensures that everyone has the resources they need to succeed.

## Experiential Knowledge

Experiential knowledge is knowledge gained through lived experience. This type of knowledge can be contrasted with academic knowledge and “common sense”, and may be perceived by dominant culture as having less value.

## Gender Expression

The manner in which any individual’s gender identity is expressed, including, but not limited to, through dress, appearance, manner, or speech. Examples of gender expression include but are not limited to femininity, masculinity, and androgyny.

## Gender Identity

The manner in which any individual experiences and conceptualizes their gender, regardless of whether or not it differs from the gender culturally associated with their assigned sex at birth. Gender identity is not necessarily visible to others.

## Genderism

The system of belief that there are only two genders (men and women) and that gender is inherently tied to one’s sex assigned at birth. It holds cisgender individuals as superior to transgender individuals, and punishes or excludes those who don’t conform to society’s expectations of gender.

## Heterosexism

Assuming every person to be heterosexual therefore marginalizing persons who do not identify as heterosexual. It is also believing heterosexuality to be superior to homosexuality and all other sexual orientations.

## Identity

Refers to your own individual (focus is on the self) race and culture you identify most with.

## Interdisciplinary Approach

An interdisciplinary approach combines or involves two or more academic disciplines, fields of study, professions, technologies, departments, businesses or industries. This approach encourages coalition-building and recognizes the necessity for including stakeholders in the decision-making process.

## Internalized Homophobia

Among lesbians, gay men, and bisexuals, internalized sexual stigma (also called internalized homophobia) refers to the personal acceptance and endorsement of sexual stigma as part of the individual's value system and self-concept. It is the counterpart to sexual prejudice among heterosexuals.

## Internalized Oppression

The process whereby individuals in the target group make oppression internal and personal by coming to believe that the lies, prejudices, and stereotypes about them are true. Members of target groups exhibit internalized oppression when they alter their attitudes, behaviors, speech, and self-confidence to reflect the stereotypes and norms of the dominant group. Internalized oppression can create low self-esteem, self-doubt, and even self-loathing. It can also be projected outward as fear, criticism, and distrust of members of one's target group.

## Internalized Racism

When individuals from targeted racial groups internalize racist beliefs about themselves or members of their racial group. Examples include using creams to lighten one's skin, believing that white leaders are inherently more competent, asserting that individuals of color are not intelligent as white individuals, believing that racial inequality is the result of individuals of color not raising themselves up "by their bootstraps" (Jackson & Hardiman, 1997)

## Intersectionality

An approach largely advanced by women of color, arguing that classifications such as gender, race, class, and others cannot be examined in isolation from one another; they interact and intersect in individuals' lives, in society, in social systems, and are mutually constitutive. Exposing [one's] multiple identities can help clarify the ways in which a person can simultaneously experience privilege and oppression. For example, a Black woman in America does not experience gender inequalities in exactly the same way as a white woman, nor racial oppression identical to that experienced by a Black man. Each race and gender intersection produces a qualitatively distinct life.

## "Isms"

A way of describing any attitude, action or institutional structure that subordinates (oppresses) a person or group because of their target group, color (racism), gender (sexism), economic status (classism), older age (ageism), religion (e.g. Anti-Semitism), sexual orientation (heterosexism), language/immigrant status (xenophobia), etc. (Institute for Democratic Renewal (Adams, et al.)

## Lines of Difference

A person that operates across lines of difference is one that welcomes and honors perspectives from others in different racial, gender, socioeconomic, generational, regional [listing is not exhaustive] groups than their own.

## Lookism

Discrimination or prejudice based upon an individual's appearance

## Microaggression

Commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory racial slights. These messages may be sent verbally ("You speak good English."), nonverbally (clutching one's purse more tightly) or environmentally (symbols like the confederate flag or using American Indian mascots). Such communications are usually outside the level of conscious awareness of perpetrators.

## Microinsults

Verbal and nonverbal communications that subtly convey rudeness and insensitivity and demean a person's racial heritage or identity. An example is an employee who asks a colleague of color how she got her job, implying she may have landed it through an affirmative action or quota system.

## Microinvalidations

Communications that subtly exclude, negate or nullify the thoughts, feelings or experiential reality of a person of color. For instance, white individuals often ask Asian-Americans where they were born, conveying the message that they are perpetual foreigners in their own land.

## Non-dominant Groups

Groups who have been historically oppressed and marginalized (and still are today) such as Asian, Black, Indigenous people, Latinx, LGBTQ+, people who are not Christian, people with disabilities, and women. Can also refer to groups without privilege such as PT faculty, casual workers, or student workers in the higher educational setting.

## Oppression

Conscious and unconscious attitudes and behaviors directed towards a subordinate group coupled with the power and privilege of the advantaged group and manifested at individual, cultural, and institutional levels.

## Prejudice

A prejudgment or preconceived opinion, feeling, or belief, usually negative, often based on stereotypes, that includes feelings such as dislike or contempt and is often enacted as discrimination or other negative behavior OR: A set of negative personal beliefs about a social group that leads individuals to prejudice individuals from that group or the group in general, regardless of individual differences among members of that group.

## Privilege

Unearned access to resources (social power) only readily available to some individuals as a result of their social group.

## Privileged Group Member

A member of an advantaged social group privileged by birth or acquisition, examples: Whites, men, owning class, upper middle class, heterosexuals, gentiles, Christians, non-disabled individuals.

## Protective Factor

A protective factor is any attribute, characteristic, condition or behavior that increases the likelihood of a positive impact. (Identity characteristics that are associated with dominant culture norms may result in protective factors).

## Race

A social construct that artificially divides individuals into distinct groups based on characteristics such as physical appearance (particularly skin color), ancestral heritage, cultural affiliation or history, ethnic classification, and/or the social, economic, and political needs of a society at a given period of time. Scientists agree that there is no biological or genetic basis for racial categories. (Adams, et al.)

## Racial Equity

Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them

## Racism

A system of advantage based on race and supported by institutional structures, policies and practices that create and sustain advantages for the dominant white group while systematically subordinating members of targeted racial groups. This relative advantage for Whites and subordination for individuals of color is supported by the actions of individuals, cultural norms, and values and the institutional structures and practices of society. (Adams, et al.)

## Risk Factor

A risk factor is any attribute, characteristic, condition or behavior that increases the likelihood of a negative impact.

## Safe-space

Spaces that are created by and for members of groups that seek support and the opportunity to just "be" in the context of the culture, institutions, environments that they must interact within.

## Sexism

A system of advantages that serves to privilege men, subordinate women, denigrate women-identified values and practices, enforce male dominance and control, and reinforce forms of masculinity that are dehumanizing and damaging to men. (Adams, et al.)

## Sexual Orientation

Any individual's romantic, emotional, and/or physical attraction to or lack of attraction to other persons. Sexual orientation is distinct from a person's gender identity and expression and exists on a continuum rather than as a set of absolute categories.

## Social Justice

Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole. The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure. (Adams, et al.) [Social justice is both a goal and a process]

## Stereotype

An undifferentiated, simplistic attribution that involves a judgment of habits, traits, abilities, or expectations and is assigned as a characteristic to all members of a group regardless of individual variation and with no attention to the relation between the attributions and the social contexts in which they have arisen.

## Systemic Disparities

Systemic or institutional disparities are distinguished by the existence of laws, policies, practices, as well as economic and political structures which place non-dominant groups at a disadvantage. Transphobia is an irrational fear of, and/or hostility towards, individuals who are transgender or who otherwise transgress traditional gender norms. It is often associated with homophobia

## Transphobia

Is an irrational fear of, and/or hostility towards, individuals who are transgender or who otherwise transgress traditional gender norms. It is often associated with homophobia

## White Supremacy

White supremacy is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and individuals of color by white individuals and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.

## Xenophobia

Hatred or fear of foreigners or strangers or of their politics or culture.



## Sources Consulted

- Adams, Maurianne et al. (1997). *Teaching for diversity and social justice: A sourcebook*. New York, NY: Rutledge
- Calabrese, J. (2014, September 23). *Learning with fist of five voting*. Retrieved from <http://agileforall.com/learning-with-fist-of-five-voting>
- Center for Assessment and Policy Development
- Herek, G. M., Gillis, J. R., & Cogan, J. C. (2009). *Internalized stigma among sexual minority adults: Insights from a social psychological perspective*. *Journal of Counseling Psychology*, 56, 32-43.
- Institute for Democratic Renewal and Project Change Anti-Racism Initiative. (2001). *A community builder's tool kit: 15 tools for creating healthy, productive interracial/multicultural communities*. Claremont, CA: Claremont Graduate University, pp. 32-33.
- Johnson, Allan G. (2001). *Privilege, power, and difference*. New York, NY: McGraw Hill
- Mark A. King, Anthony Sims, and David Osher, "How is Cultural Competence Integrated in Education?" [http://cecp.air.org/culturaVQ\\_integrated.htm](http://cecp.air.org/culturaVQ_integrated.htm)
- National Center for Transgender Equality, <http://www.transequality.org>
- Racial Equity Tools, <https://www.racialequitytools.org/home>
- Richards, H. V., Brown, A.F., & Forde, T.B. (2006). *Addressing diversity in schools: Culturally responsive pedagogy*. National Center for Culturally Responsive Educational Systems.
- Solórzano , D.G. (1998). *Critical race theory, race and gender microaggressions, and the experience of Chicana and Chicano scholars*. *Qualitative Studies in Education*, 11(1), 121-136.
- Sue, D. W., Lin, A. I., Torino, G. C., Capodilupo, C. M., & Rivera, D. P. (2009). *Racial microaggressions and difficult dialogues on race in the classroom*. *Cultural Diversity and Ethnic Minority Psychology*, 15(2), 183-190.
- Tatum, Beverly (1997). *Why are all the Black kids sitting together in the cafeteria?* New York City, NY: Basic Books. [Was updated by the author in 2017.]
- Teachingtolerance.org
- UC Berkeley Gender Equity Resource Center, <http://geneq.berkeley.edu>



At Portland Community College, we are committed to a culture of diversity, equity and inclusion. As part of this commitment, we ask that you “Take 5” and consider the lens of critical race theory as you make decisions on behalf of PCC. The five themes that form the basic perspectives, research methods, and pedagogy of a critical race theory in education include:

- 1 The centrality and intersectionality of race and racism.**  
CRT asserts that racism is a permanent component of American life.
- 2 The challenge to dominant ideology.**  
CRT challenges the claims of neutrality, objectivity, colorblindness, and meritocracy in society.
- 3 The commitment to social justice.**  
CRT is a framework that is committed to a social justice agenda to eliminate all forms of subordination of people.
- 4 The centrality of experiential knowledge.**  
CRT asserts that the experiential knowledge of people of color is appropriate, legitimate, and an integral part to analyzing and understanding racial inequality.
- 5 The interdisciplinary perspective.**  
CRT challenges historical inaccuracies and the unidisciplinary focuses of most analyses and insists that race and racism be placed in both a contemporary and historical context using interdisciplinary methods.

# PURPOSE

## PEOPLE

Who is positively and negatively affected (by this issue) and how?

How are people differently situated in terms of the barriers they experience?

Are people traumatized/retraumatized by your issue/decision area?

*Consider physical, spiritual, emotional and contextual effects*

## PLACE

How are you/your issue or decision accounting for people's emotional and physical safety, and their need to be productive and feel valued?

How are you considering environmental impacts as well as environmental justice?

How are public resources and investments distributed geographically?

## ISSUE/ DECISION

## PROCESS

How are we meaningfully including or excluding people (communities of color) who are affected?

What policies, processes and social relationships contribute to the exclusion of communities most affected by inequities?

Are there empowering processes at every human touchpoint?

What processes are traumatizing and how do we improve them?

## POWER

What are the barriers to doing equity and racial justice work?

What are the benefits and burdens that communities experience with this issue?

Who is accountable?

What is your decision-making structure?

How is the current issue, policy, or program shifting power dynamics to better integrate voices and priorities of communities of color?

## Equity and Empowerment Lens



# Purpose Towards Racial Equity

In a purpose-driven system, all partners at all levels align around transformative values, relationships and goals moving towards racial equity, integrating an emphasis on doing less harm and supporting actions that heal and transform.

## Defining An Individual's Purpose:

- ⇒ What is my purpose towards achieving racial equity?
- ⇒ What gets in the way of maintaining my purpose towards racial equity?
- ⇒ What do I need to maintain my purpose?
- ⇒ Purpose towards racial equity is also further clarified by our positions in the hierarchy.
  1. If you are a manager or other type of leader with positional authority, how can you further clarify your purpose so that you are leveraging the power you have?
  2. If you are at a lower level in the organization, what do you need from leadership in order to feel valued and a key contributor to the organizational purpose?
  3. How does your role and your purpose influence and align with?

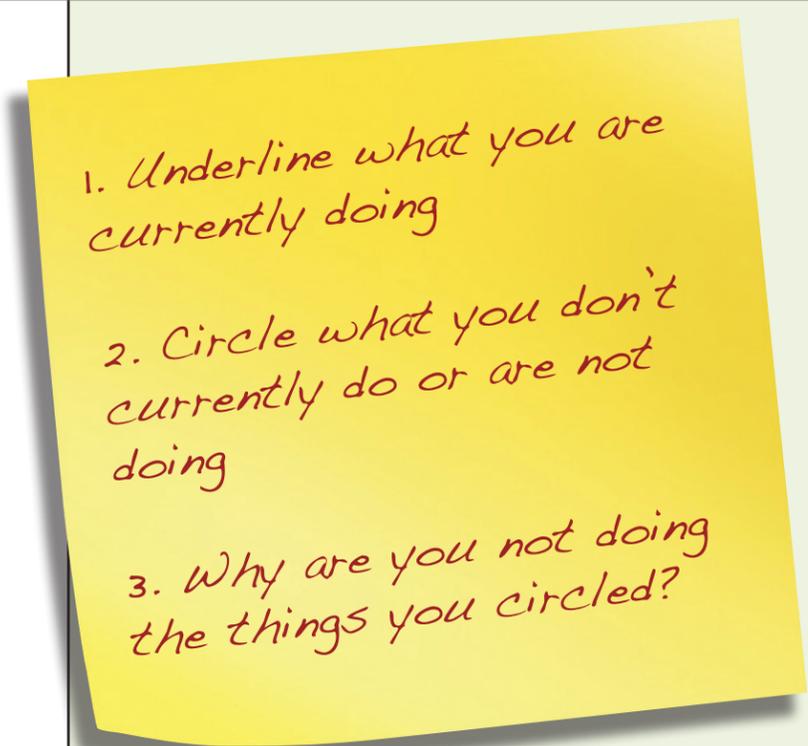
## Defining An Institution's Purpose:

- ⇒ What is our institution's purpose towards racial equity?
- ⇒ How are we clearly defining that purpose, and where and how do we communicate that?
- ⇒ How can we ensure that our purpose is integrated into our policies, procedures, and practices?
- ⇒ How can we give our employees a greater sense of meaning in what they do around racial equity, so they feel more enthusiastic and hopeful about their work?
- ⇒ In what practical ways can our institution add more value around racial equity and do less harm?
- ⇒ Is racial equity the central theme in your recruitment and retention efforts?
- ⇒ Do you have the right people around you to achieve your purpose? If not, how can you move towards this reality?
- ⇒ How do you ensure individuals work together with leaders to align to the institution's purpose towards racial equity?

# Equity and Empowerment Lens Logic Model

A Work in Progress  
March 24, 2014



	INDIVIDUAL	INSTITUTIONAL <sup>1</sup>	SYSTEMIC	
Assumptions	<b>Relational Worldview Empowerment</b>	<b>Mindfulness Hierarchy and Three Levels of Racism</b>	<b>Trauma-Informed Restorative Intent Cultural Responsivity</b>	<b>Transformation Quality Improvement</b>
What Is Needed To Do The Work (Optimal)	<ul style="list-style-type: none"> <li>- Healthy sense of self, self-awareness around power, and positive cultural identity</li> <li>- Clarity of purpose towards racial equity</li> <li>- Implicit bias awareness</li> <li>- Knowledge of current racial inequities and strengths in racial equity strategies in region</li> <li>- Understanding of the interconnectedness of climate health, ecology, and racial equity</li> <li>- Courage</li> <li>- Critical thinking</li> <li>- Prioritization of self-care</li> <li>- Equitable opportunity and expectation to participate and learn</li> <li>- Understanding of how to facilitate applications of the Lens and other racial equity tools</li> <li>- Wider sense of self</li> <li>- Whole-brain thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Restorative intent</li> <li>- Shared values / goals / vision clearly articulated around racial equity</li> <li>- Clarity of purpose towards racial equity</li> <li>- Increased salience of racial equity in communications</li> <li>- Proper time allocated</li> <li>- Having direct conversations and capacity-building about racial equity and trauma-informed approaches</li> <li>- Organization sets up and maintains structures, processes, and environment where compassion and mindfulness can emerge and flourish.</li> <li>- Baseline employee data gauging levels of autonomy, collaboration, emotional / physical / spiritual safety, feeling valued</li> <li>- Efforts underway to flatten hierarchy</li> <li>- Disaggregated data</li> <li>- People of Color in leadership roles and spread throughout the organization</li> </ul>	<ul style="list-style-type: none"> <li>- Regular, purpose-driven collaborative meetings amongst key leaders</li> <li>- Analysis of legal barriers and courageous action to amend</li> <li>- Clarity of purpose towards racial equity</li> <li>- Improved economic systems in organizations that flatten hierarchy, and prioritize racial equity strategies</li> <li>- Cross-sector guiding racial equity policy and law</li> <li>- Strong partnerships with community of color leaders and organizations</li> <li>- Encourage collaboration across sectors and leaders.</li> <li>- Value and incorporate racial equity analysis and critical thinking into collaborations and decision-making</li> <li>- Capacity around transformative and trauma-informed approaches</li> <li>- Understanding of historical foundations racial inequity in law and constitution</li> <li>- People of Color in key leadership roles</li> </ul>	<ul style="list-style-type: none"> <li>- Regular, purpose-driven collaborative meetings amongst key leaders</li> <li>- Analysis of legal barriers and courageous action to amend</li> <li>- Clarity of purpose towards racial equity</li> <li>- Improved economic systems in organizations that flatten hierarchy, and prioritize racial equity strategies</li> <li>- Cross-sector guiding racial equity policy and law</li> <li>- Strong partnerships with community of color leaders and organizations</li> <li>- Encourage collaboration across sectors and leaders.</li> <li>- Value and incorporate racial equity analysis and critical thinking into collaborations and decision-making</li> <li>- Capacity around transformative and trauma-informed approaches</li> <li>- Understanding of historical foundations racial inequity in law and constitution</li> <li>- People of Color in key leadership roles</li> </ul>
Activities		<ul style="list-style-type: none"> <li>- Develop shared vision and purpose for change, including shared language</li> <li>- Build meaningful community partnerships with communities of color</li> <li>- Institutionalize racial equity policy that is endorsed by the governing body, clearly states it benefits, outlines necessary decision-making structures, and integrates accountability measures to cultural responsiveness and racial equity</li> <li>- Apply and act upon the two promising culturally inclusive tools listed in Footnote 1.</li> <li>- Promote cross-sector, state, and national advocacy efforts around racial equity</li> <li>- Integrate the arts into racial equity processes and discussions</li> <li>- Develop Communities of Practice for staff and other opportunities to learn from each other by articulating their experiences around the use of a Lens and the model.</li> <li>- Activities, relationship-building, and processes integrate reflection, cultural humility, learning, innovation, and community-mindedness</li> <li>- Integrate Lens Concept Papers and related racial equity literature into trainings and ongoing professional development</li> <li>- Utilize community voice and knowledge in decision-making</li> <li>- Apply the 5P's Lens tool and other racial equity tools, and integrate into policy</li> <li>- Engage in exercises that ask an institution to directly face historical laws and processes that have led to inequities</li> <li>- Implement activities that strengthen an organization's purpose and trajectory towards racial equity</li> <li>- Organization-to-organization mentoring</li> <li>- Develop shared vision and purpose for change, including shared language</li> <li>- Build meaningful community partnerships with communities of color</li> <li>- Organization-to-organization mentoring</li> </ul>	<ul style="list-style-type: none"> <li>- Develop shared vision and purpose for change, including shared language</li> <li>- Build meaningful community partnerships with communities of color</li> <li>- Support and fund community-capacity building strategies</li> <li>- Develop continuous communication strategies based on trust, and collective vocabulary</li> <li>- Address legal barriers to racial equity, draft and pass new laws</li> <li>- Integrate voice and experiences of leaders of color into systems planning</li> <li>- Strengthen leaders' capacity around transformative v/s transactional approaches and trauma-informed policy</li> <li>- Create clear purpose-driven collaborative actions in key areas driving social mobility for communities of color: educational and income development (i.e., develop career pipelines leading to hiring/retaining future leaders of color).</li> <li>- Organization-to-organization mentoring</li> <li>- Identify and act upon culturally responsive and equity-based indicators in collecting data and measuring results.</li> <li>- Fill leadership roles with People of Color</li> </ul>	<ul style="list-style-type: none"> <li>- Develop shared vision and purpose for change, including shared language</li> <li>- Build meaningful community partnerships with communities of color</li> <li>- Support and fund community-capacity building strategies</li> <li>- Develop continuous communication strategies based on trust, and collective vocabulary</li> <li>- Address legal barriers to racial equity, draft and pass new laws</li> <li>- Integrate voice and experiences of leaders of color into systems planning</li> <li>- Strengthen leaders' capacity around transformative v/s transactional approaches and trauma-informed policy</li> <li>- Create clear purpose-driven collaborative actions in key areas driving social mobility for communities of color: educational and income development (i.e., develop career pipelines leading to hiring/retaining future leaders of color).</li> <li>- Organization-to-organization mentoring</li> <li>- Identify and act upon culturally responsive and equity-based indicators in collecting data and measuring results.</li> <li>- Fill leadership roles with People of Color</li> </ul>

<sup>1</sup> Two promising tools (Culturally Responsive Standards [Coalition of Communities of Color and Portland State University] and an Equity Roadmap [City of Portland, Bureau of Planning and Sustainability]) will be coming out within the year. Our work here does not cover the detail and scope of these tools, but rather sets up the vision and conditions for such implementation.

	INDIVIDUAL	INSTITUTIONAL <sup>1</sup>	SYSTEMIC
<b>Activities</b>	<ul style="list-style-type: none"> <li>- Self-reflection exercises around racial and implicit bias awareness</li> <li>- Carry out self-care strategies</li> <li>- Read alternative histories around race and racial inequities</li> <li>- Identify one's purpose in racial equity work, and revisit</li> <li>- Mindfulness practices (breath awareness and compassion-based training and activities)</li> <li>- Trainings on racial and implicit bias awareness, root causes, how to facilitate Lens applications</li> <li>- Activities that stress community mindedness and a wider sense of self</li> <li>- Peer-to-peer mentoring</li> <li>- Making the time and space necessary for learning and reflection</li> <li>- Actively seek learning about and connecting to other promising efforts in racial equity work</li> <li>- Engage all parts of the brain, such as reading poetry, and engaging in music and the arts</li> </ul>	<ul style="list-style-type: none"> <li>- Institutionalize racial equity policy that is endorsed by the governing body, clearly states it benefits, outlines necessary decision-making structures, and integrates accountability measures to cultural responsiveness and racial equity</li> <li>- Apply and act upon the two promising culturally inclusive tools listed in Footnote 1.</li> <li>- Promote cross-sector, state, and national advocacy efforts around racial equity</li> <li>- Integrate the arts into racial equity processes and discussions</li> <li>- Develop Communities of Practice for staff and other opportunities to learn from each other by articulating their experiences around the use of a Lens and the model.</li> <li>- Activities, relationship-building, and processes integrate reflection, cultural humility, learning, innovation, and community-mindedness</li> <li>- Integrate Lens Concept Papers and related racial equity literature into trainings and ongoing professional development</li> <li>- Utilize community voice and knowledge in decision-making</li> <li>- Apply the 5P's Lens tool and other racial equity tools, and integrate into policy</li> <li>- Engage in exercises that ask an institution to directly face historical laws and processes that have led to inequities</li> <li>- Implement activities that strengthen an organization's purpose and trajectory towards racial equity</li> <li>- Organization-to-organization mentoring</li> </ul>	
<b>Outputs</b> <i>(must be tied to outcomes, are steps along the way – not a landing point)</i>	<ul style="list-style-type: none"> <li>- # of trainings done in racial equity, self-awareness, implicit bias, compassion-based practice, and sustainability</li> <li>- # of times conducted mindfulness practice</li> <li>- # of reading materials on racial equity</li> <li>- Creation of a self-care plan</li> <li>- Creation of circle of support around the work</li> <li>- # of times Lens and other racial equity tools applied to work products and processes</li> <li>- Identified purpose in the work</li> </ul>	<ul style="list-style-type: none"> <li>- # of time data is disaggregated by race, language spoken, culture, etc.</li> <li>- # of action plans related to Lens applications</li> <li>- # of employees with sustained passion to do the work</li> <li>- Policy, procedures, procedural pathways, budget, strat plans centered on racial equity</li> <li>- # of cross-departmental and cross-sector activities</li> <li>- # of employees of color hired and retained in organization</li> <li>- # of collaborative partnerships with communities of color</li> <li>- # of departments or teams who have applied the culturally inclusive tools <i>(see Footnote 1)</i></li> <li>- Clear evaluation framework around racial equity goals, strategies, and outcomes</li> <li>- Strong positive reputation on behalf of institution for its strategies, policies, and outcomes around racial equity</li> <li>- # of times Lens was applied to policies, decisions, resource allocation, and processes</li> </ul>	<ul style="list-style-type: none"> <li>- # of political, legal, and historical barriers identified cross-system</li> <li>- # of barriers analyzed, addressed (some according to organization, some collectively addressed)</li> <li>- # of cross-sector actions and collaborations</li> <li>- Creation of a backbone organization for key cross-sector, collective initiatives</li> <li>- Shared measurement systems</li> <li>- Common vision for change (includes common understanding of issue[s] and joint approaches)</li> <li>- # of times Lens and other tools were applied to policies, decisions, resource allocation, and processes.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Increased emotional intelligence</li> <li>- Awareness of worldview and implicit bias</li> <li>- Increased positive cultural identity</li> <li>- Greater self-awareness around positionality, one's power, and one's effect on others</li> <li>- Increased understanding of how trauma integrates with decision-making, relationship-building, and service delivery</li> <li>- Increased sense of physical, emotional, and spiritual safety, autonomy, and feeling valued.</li> <li>- Increased sense of purpose and meaning in work</li> <li>- Deepened sense of hope</li> <li>- Increased community-mindedness</li> <li>- Increased critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>- Greater clarity around communicating about racial equity goals</li> <li>- Increased capacity on individual's / team's / department's role in structure and decision-making, especially relating to racial equity</li> <li>- Healthy responsive workforce</li> <li>- Increased number of staff hired and retained who reflect communities most affected by inequities.</li> <li>- Greater visibility and salience of the Relational Worldview in staff and policy-based discussions.</li> <li>- Increased quality and quantity of partnerships with communities of color</li> <li>- Increased emphasis on integrating both qualitative and quantitative data</li> <li>- Increased sense of staff pride in org's goals and identity around racial equity.</li> <li>- Strong understanding of intersectionality of racism and other social oppressions.</li> <li>- Institutionalized professional development models and trainings integrating trauma-informed approaches, transformation, and racial equity.</li> <li>- Increased investments in Minority, Women, Emerging, Small Business (MWESB), and supporting policies</li> </ul>	<ul style="list-style-type: none"> <li>- Efficiency across systems in key operational areas</li> <li>- Strong partnership-based collaboratives improving indicators of well-being for communities of color</li> <li>- Demonstrated commitment in partnering institutions to flatten hierarchy in their own institutions, and in systemic projects</li> <li>- Increased engagement in strategies that are mutually reinforcing</li> <li>- Systemically well-funded culturally responsive (including culturally-specific) strategies</li> <li>- Increased sustainability and longevity of strategies</li> <li>- Decreased siloism across sectors</li> <li>- Improved disaggregated data collection and use of such data in joint decision-making</li> <li>- Decreased environmental impacts for communities of color</li> </ul>
<b>Impact</b>	<p><b>Elimination of root causes of suffering and inequities affecting communities of color</b></p> <p><b>Greater individual and community empowerment</b></p>		