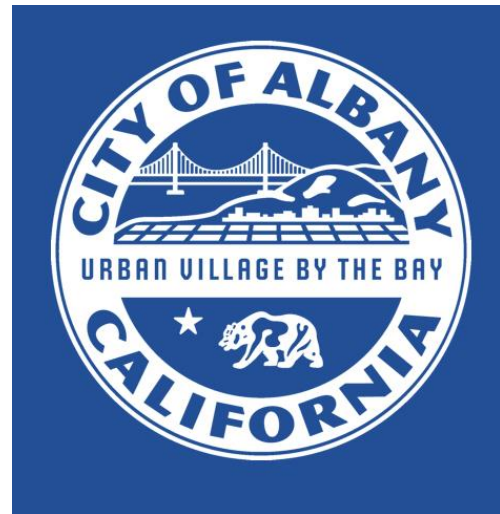


Albany 2030



RACIAL EQUITY IMPACT PLAN FINAL DRAFT REPORT

Presented to City Council

Mayor, Ge' Nell Gary
Vice Mayor, Preston Jordan
Council Member, Peggy McQuaid
Council Member, Rochelle Nason
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Developed in Collaboration with: 2020 Albany Social and Economic Justice Commission

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Vice Chair, Ge' Nell Gary
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Support provided by: Nicole Anderson and Associates, LLC

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Acknowledgements:

- The land, Indigenous Peoples
- George Floyd and all victims of police brutality
- 400 years of institutional racism
- Black Lives Matter
- Asian American Community
- Youth (AUSD and surrounding communities)
- Harm and trauma to the community
- All marginalized cultural groups
- All protected classes
- The journey of the City of Albany (current and past pioneers)
- Key partners
- Pillars in the community

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Albany 2030 Executive Summary

Albany 2030 represents our community's vision for Albany's future. With defined goals and associated equity indicators, it is a framework and plan that guides where the City of Albany – as both a local government, organization and a community – is going over the next 10 years. It is also a plan that helps us direct our efforts and resources in ways that reflect our growing community's diverse and evolving needs with a strategic focus on combating institutional racism. Collaborating with the community, neighboring jurisdictions and other partners regionally, nationally and internationally, the City works hard every day to ensure that the vision of Albany 2030 is being implemented in a way that improves the quality of life for everyone who lives, learns, works, and plays in Albany.

The global pandemic and racial uprising of 2020, led the City of Albany to take action to build a culture of equity, belonging, inclusion and anti-racism. Hiring Nicole Anderson and Associates, LLC to collaborate with the City to explore the issues deeper and determine goals and next steps to move forward. The Consultant team introduced the Water of Systems Change Framework and its accompanying action planning process as a mechanism to understand inequities in place and to help develop a plan to address systemic inequities over time.

The purpose of a racial equity impact plan is to establish a clear vision and systemic approach to addressing identified racial equity gaps. This plan is designed to include components that will guide the process for identifying racial equity gaps that can be addressed over time. These components are based on SMART Goal research as well as research from the [Water of Systems Change article](#) and [action planning exercise](#) to support an internal and external systems approach to addressing a challenge such as institutional racism.

The Consultants worked closely with the Social & Economic Justice Commission (SEJC) to develop a draft equity statement and draft survey questions.

The SEJC explored equity issues that are impacting the community and participated in learning opportunities to further their collective understanding of equity.

Community listening sessions were held to gather information from and hear the voices of the community and begin the process of learning and understanding this history of racial oppression not just in the United States as a whole, but specifically within the city of Albany.

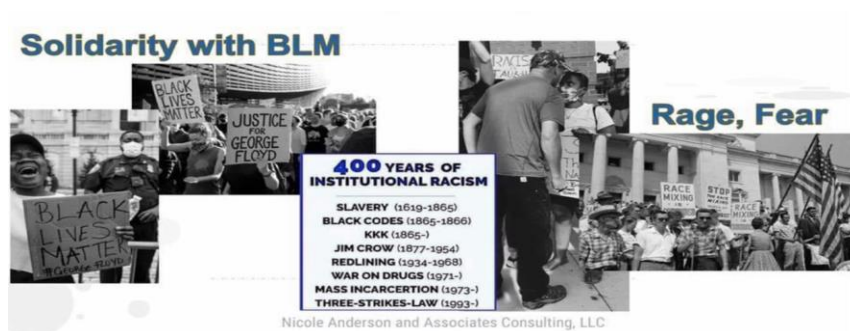
This final report concludes with clear recommendations as the City moves forward in its efforts to build a more equitable and racially conscious City of Albany.

Addressing Institutional Racism

Approximately one year ago, outrage was expressed in the Albany community as well as communities around the nation and world over the murder of George Floyd by Minneapolis Police. As a result, Albany City Leadership embarked upon a deeper level of authentic collaboration with community members, advocacy groups, as well as other local agencies to become more united in its vision and shared beliefs around racial equity. As City Leadership takes a deeper dive into the discomfort of addressing institutional racism, it is imperative that safe space be fostered through continuous healing, listening, and learning in order to build trust of the community as a whole.

The journey to combating institutional racism must begin with dismantling internal and external barriers that may impede the work. Barriers to closing racial equity gaps must be unpacked as well and include many factors such as historical policies and legislation, resistance to change, privilege, entitlement, implicit bias, stereotypes, microaggressions and most detrimentally, the lack of awareness of the need to change. City leadership must build capacity to proactively address these barriers as they erect themselves at multiple levels. The journey to addressing institutional racism requires a systemic approach through shifting the conditions that are holding the problem in place. These conditions include not only policy, practice, and resource allocation, but also relationships, power dynamics, and mental models. This work first requires an “inside-out” approach through the focus on less explicit but more powerful implicit conditions for change, while also turning the lens on leadership itself to examine what changes are needed at the highest levels. To fully embrace systems change, city leadership must be prepared to see how its own ways of thinking and acting must change as well. (2018, *The Water of Systems Change* by John Kania, Mark Kramer, and Peter Senge)

In order to interrupt systemic racial inequities that impact the community, it is important to understand the context of these barriers. Institutional racism refers to the policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor, or put a racial group at a disadvantage. Examples of institutional racism can be found in a variety of spaces in the city through the education system where school disciplinary policies in which students of color are punished at much higher rates than their white peers or in the city’s hiring process where recruitment and retention practices yield disproportionate ethnic representation of staff in comparison to the community.



Structural or systemic racism refers to a system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with “whiteness” and disadvantages associated with “color” to endure and adapt over time. Structural racism is not something that a few people or institutions choose to

practice. Instead it has been a feature of the social, economic and political systems since the inception of our nation. - The Aspen Institute Roundtable on Community Change.

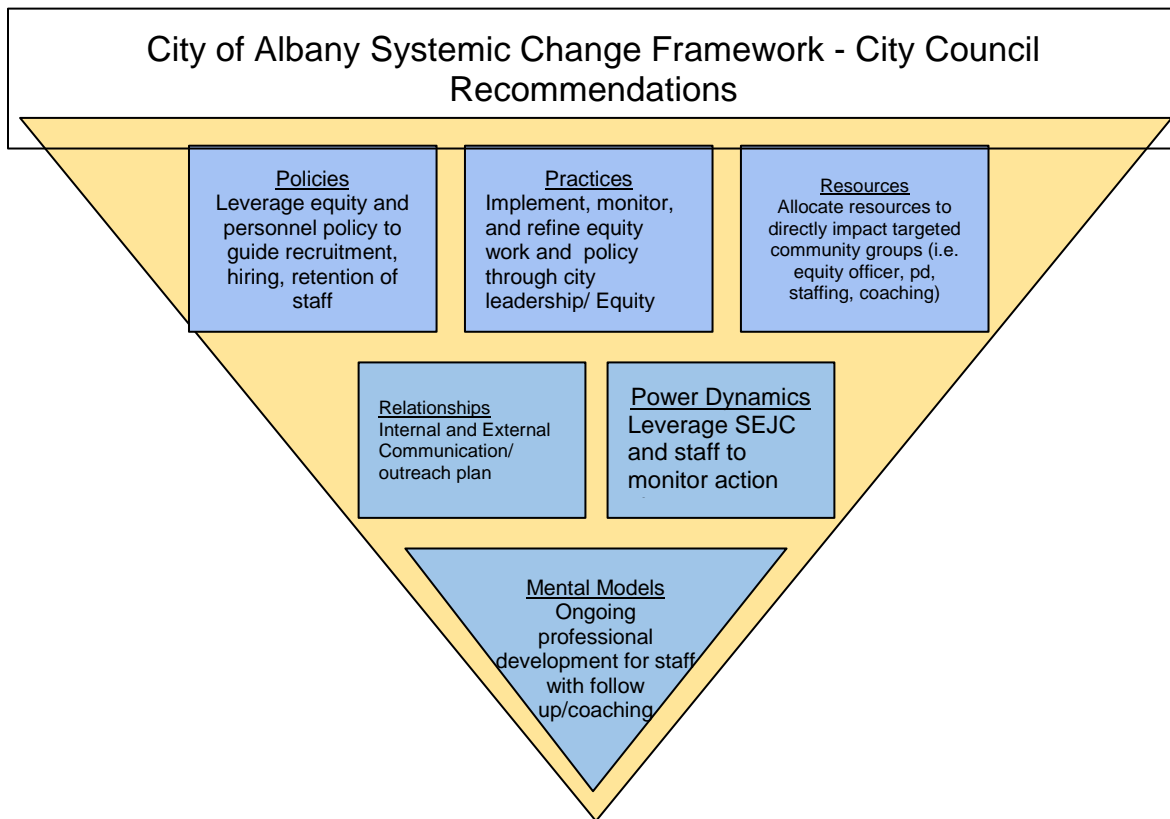
In order to effectively engage in the work of interrupting institutional racism, it is critical that safe space be established amongst all who are impacted by the work. The following 4 community agreements provide a guide for stakeholders to commit and focus on taking a deeper dive into the sensitive and uncomfortable work of addressing racism. These agreements include the following and are adapted from the work of Glenn E. Singleton & Curtis Linton, *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*. 2006. pp.58-65. Thousand Oaks, CA: Corwin.

- **Stay engaged:** Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue”
- **Experience discomfort:** This norm acknowledges that discomfort is inevitable, especially, in dialogue about race, and that participants make a commitment to bring issues into the open. It is not talking about these issues that create divisiveness. The divisiveness already exists in society and in our schools. We have become so accustomed to not speaking to or about it, that some may believe that speaking about it is what is causing the divisiveness. It is through dialogue, even when uncomfortable, the healing and change begin.
- **Speak your truth:** This means being open about thoughts and feelings and not just saying what you think others want to hear.
- **Expect and accept nonclosure:** This agreement asks participants to “hang out in uncertainty” and not rush

Racial Equity Goals, Indicators & Recommendations

The Equity framework makes racial equity a consistent guiding principle across the entire organization and will help the City of Albany change the way to do business. The overarching purpose of the framework is to guide the elimination of systemic causes of racial disparities in city government, promote inclusion, belonging and full participation for all residents in the city, as well as reduce race-based disparities in our communities. The equity framework calls out five overarching goals and indicators to support diversity, inclusion and to drive action steps.

Racial Equity Goal	Equity/Diversity Indicator
<p>1. The City of Albany workforce reflects the mental models the community it serves. We will actively work to eliminate racial and other disparities in hiring, promotion, and retention</p>	<ul style="list-style-type: none"> - Diversity and inclusion in Leadership : Ensure that elected officials, boards, commissions, and volunteer leadership reflect the diversity of the Albany community.
<p>2. Purposeful Community Outreach and Engagement We will work with community partners and businesses to promote equity and inclusion within Albany and throughout the region, producing measurable improvements and disparity reductions</p>	<ul style="list-style-type: none"> - Business development: Promote and employ strategies to improve economic development by engaging with prospective business owners of diverse racial backgrounds to help facilitate business variety and support retention.
<p>3. Equitable Service Delivery to Residents and Visitors We will provide guidance, education and assistance to all departments as they develop sustainable methods to build capacity in achieving equitable outcomes and services</p>	<ul style="list-style-type: none"> - Access to services: Improve access and proximity by residents to diverse income levels and race/ethnicity to community facilities, services, infrastructure, and employment. - Educational equity gap closure: Eliminate the disparities in achievement and disproportionate discipline for historically underserved student groups based on race.
<p>4. Support Human Rights and Opportunities for Everyone to Achieve their Full Potential Promote, support and build capacity for compliance with civil rights laws, ordinances and regulations within the City of Albany</p>	<ul style="list-style-type: none"> - Community Social Services Non-Emergency Support: Developing protocols to support people in needing non-emergency support with entities other than police. - Affordable housing: Improve access to affordable housing for through allocation of funding and initiatives that eliminate the rental crisis and provide tenant protections
<p>5. Commitment to Equity in Policy Decision Making We will be transparent, collaborative, and inclusive with internal and external individuals and groups, holding ourselves and our partners accountable for measurable improvements and outcomes</p>	<ul style="list-style-type: none"> - Effective policing practices: Eliminate policing protocol and policies that yield disproportionate arrests and experiences for people of color (i.e. African American and Latinx)



Recommendations for Next Steps:

1. Adopt equity statement - See Appendix B, page 10
2. Complete a minimum of 2 additional listening sessions - See Appendix B, page 11
3. Complete Racial Equity Community Survey - See Appendix B, pages 11-12
4. Revise City mission/vision statements to reflect racial equity
5. Support launch of an Office of Racial Equity and Human Rights/Equity, Diversity, and Inclusion to support the organization as it carries out the goals outlined in the equity framework (fiscal impact: salary for EDI Director and operations budget)
6. Provide yearly updates to community on progress towards equity goals
7. Outreach/Communication (multiple modes, digital access, Racial Equity webpage)
8. Partnerships: Collaborate with Albany Unified School District to align racial equity goals
9. Review of Police Department policies and procedures

APPENDIX A

Equity and Social Justice Consulting

The harsh history and current reality of institutional racism has sparked a deep desire for Albany City Council to strategically focus on addressing the impact of institutional racism in the community. Per resolution no. 2020-75, approved contracting of services by Nicole Anderson and Associates Consulting, LLC to develop an action plan to address systemic racism and further inclusivity and social equity within the city. Consulting services also include equity leadership training for City Council, staff Leadership as well as the moderation of Community Dialogues focused on Institutional Racism. Specifically, the Council identified an interest in providing clear direction to the SEJC on next steps and considered the recommendation of the following:

- Initial program kick-off meeting with SEJC (July 7, 2020)
- Series of additional listening sessions with the community (July 16, August 20)
- Collaboration with SEJC to develop an action plan to:
 - Synthesize comments provided during listening sessions to identify areas for action
 - Develop a survey focused on anti-racism and social justice to collect relevant qualitative and quantitative data
 - Identify and address systemic barriers that preclude people from fully engaging in the equity and inclusion effort
 - Develop an equity and inclusion statement of purpose
 - Develop a city diversity & inclusion assessment to review of City policies, practices and procedures to recommend updates
 - Develop training programs for several levels of government and community including but not limited to: city staff, elected officials, and community

Nicole Anderson and Associates Consulting, LLC services:

Nicole Anderson has served in varying roles in education for more than 20 years around the state and nation. She is a highly qualified developer and facilitator of professional learning services as well as a dedicated advocate for educational equity work. After serving as a school district teacher and administrator at various levels, she led and facilitated ACSA's and CSBA's state-wide equity work as well as a cadre of networks for administrators of diverse backgrounds. Mrs. Anderson's current work is supported by a team of experts in the field, practitioners, as well as researchers who provide unique services to school boards, Superintendent search firms, as well as county, district, and school leaders. Inspired by her grandfather, Jesse M. Bethel, she continues to inspire educational leaders around the state and nation who have locked arms on the journey to close educational equity gaps through a systems approach.

Her firm's services include:

- Educational and Racial Equity Training
- Executive Leadership Coaching
- Strategic Planning and Organizational Development
- Substitute Principal and Administrator
- Superintendent Search Firm Consultant
- School Board Member Training and Support

Nicole Anderson and Associates Consulting, LLC consists of a strong cadre of associates including Dr. Shelley Jones-Holt.

APPENDIX B

Draft Equity Statement

The SEJC committee spent several sessions building collective understanding about what racial equity is and how it operates within both the city as an institution and a system as well as the community as a whole. The first step on their learning journey was to take what they were learning about racial equity and draft a collective statement of equity that reflects their purpose and understanding. The purpose of this very vital first step in the transparent equity journey is to come to terms with what this collective body understands equity to be while simultaneously building the internal relationships to further empathy within the group. This will provide support to the City Council and community as they productively struggle together to address the challenges to equity and develop the actions needed to ensure equity. A group cannot address what it does not fully understand. With a focus on serving the residents and visitors to the Albany community below is current SEJC draft:

Equity in Albany is when every resident has their essential needs met through the redistribution of wealth, resources, power, and opportunity to advance their well-being and achieve their full potential. Additionally, it is when social, economic and political outcomes are not predicted based upon a person's race, gender, age, sexual orientation, or any other protected class.

As a follow up to this work, the city leadership now has a starting place to develop and adopt its equity statement followed by mission statements directly related to racial equity. Samples have been provided to better understand what finalizing this step of the work to create a collective and unified direction for the work moving forward could look like and mean for the city of Albany.

Sample Racial Equity Mission Statements:

- To create a city where our diversity has been maintained, racial disparities have been eliminated and racial equity has been achieved.
- To eliminate inequity in the City of Albany means changing the policies and practices that create and sustain them. City leadership is committed to working for all residents and visitors of Albany in an effort to make it a place where all people thrive.
- As local government, we recognize the responsibility and obligation that the city has in proactively addressing disparities and work toward racial equity. This moral imperative is rooted in the principle that race should not be a determinant of one's quality of life. Research on economic impacts of racial inequities reveals massive amounts of lost earnings, public expenditures, and economic output. Including racial equity considerations in governance actions results in better governance, increased purchasing power, raised tax revenues, economic and social growth, as well as help us remain globally competitive.

Recommended Next Steps:

- City Council to consider the equity statement to create and adopt a city-wide equity statement.
- City council adopt a racial equity mission statement to operationalize the adopted equity statement.

Community Listening Sessions

The purpose of the community listening sessions is to provide a safe space for the community to heal and be heard alongside city leadership. It also provided members of the SEJC additional information to consider as they were within their collective racial equity learning process. This space is designed to provide opportunities for dialogue about topics centered around institutional racism where the community may consist of panelists from diverse stakeholder groups. Dialogue is typically guided by questions that will yield the collective of qualitative data around the experiences and feelings of community members. Listening sessions are optimal for ongoing engagement amongst the community to develop a transparent commitment and meaningful partnership in addressing institutional racism across the community. The information learned during community and student listening sessions has been synthesized to support the identification of key focus areas to drive actions by city leadership. The first community listening session was held in July surrounding policing and a second was held in October in collaboration with Albany Unified with students in their district.

Since these two sessions do not represent the community as a whole and there continue to be several voices missing from the conversation, a summary with respect to the areas of systems change will be reserved until more sessions are completed. It is highly recommended for the City of Albany to continue to hold regular listening sessions with the community, specifically related to sensitive issues.

Anti-Racism and Social Justice Survey

A survey tool should be developed in order to collect the perceptions, experiences and voices of the community members of Albany surrounding racial equity in policing, civic education, housing and business. In addition to the development of the survey a strategic plan for distribution would need to be developed.

Survey development should focus on four areas with respect to the survey creation: purpose, process, components, and questions. Below is a summary of the collective thoughts in these areas:

Purpose speaks to the reason why the survey is being conducted and how the data is intended to be used. The need is for all constituencies in the community to provide information and relevant experiences for the committee to consider in its root cause analysis of the identified equity challenges.

The **process** is how the survey will be administered. Having multiple ways for community members to participate is vital to the process. The recommendations include paper surveys, online surveys, a voice dialed survey, and telephone interviews to ensure as many community members as possible have access to participate.

The **components** of the survey considers the sections and types of questions to gather the information needed. Acquiring demographic information to put the responses in perspective and assess if there are differences in results based on identity. A section on Understanding Equity, which will assess how well the community understands equity and where they see or do not see equity in the community followed by sections on policing, education, business

development and affordable housing. A separate youth survey for education and other matters could also be considered in partnership with AUSD.

The **questions** for a racial and social justice survey must be well thought out in order to ensure the information needed is being asked in such a way that the data will meet the need. Many SEJC members were involved in the creation of the demographic portion of the Policing Task Force application. As such, pulling that demographic model for this survey is suggested for consistency. Each committee created questions taken from provided resources, personal knowledge and public input. During several meetings the committees were provided feedback from both the public as well as the consultants to adjust their thinking on the questions.

At the conclusion of the 2020 year the SEJC completed the research and development of a [robust list of survey questions](#) in all four topic areas to be shared with the incoming City Council leadership and newly appointed SEJC within a solid transition process. Condensing the list of questions, and considering how the data will be collected and analyzed is the next step in finalizing the questionnaire.

Recommendations for Next Steps for Survey

- Continue to finalize the survey.
- Consider partnerships or volunteers to assist with survey dissemination.
- Consider who will analyze the data
- Consider layering the survey into segments to build a culture of two-way communication with regular surveying as one tool to collect the voices of the community
- Consider equity walks and other means of speaking with community members post-COVID

Appendix C

SEJC Racial Equity Work Process

The SEJC has been committed to working together to achieve the following goals outlined by the City Council in efforts to support racial equity in the identified areas of: Policing, Education, Affordable Housing, and Business Development. Each sub-committee held regular meetings with the following purpose as a reminder of the role of the SEJC and outcomes related to the individual work of that subcommittee at the forefront of discussions and meeting actions.

SEJC Sub Committee Purpose

- Research focus area to identify challenges and action steps to inform the recommendations of SEJC to the City Council
- Contribute to development of the Racial Equity Framework/Impact Plan

Overarching Sub Committee Outcomes

- Contribute to the development of a racial equity statement
- Collect and/or review data to inform recommended actions
- Develop Anti-Racism/Social Justice survey

To achieve this purpose and outcomes the SEJC met as a whole group monthly devoting a portion of their meeting time to their own learning and adaptive growth. Given that the majority of the technical work was occurring in subcommittees that met separately, they also used this time to provide updates to one another and the community on their progress and elicit feedback on their work moving forward.

The following chart summarizes and highlights their learning and outcome progressions and accomplishments in the SEJC whole group and within each subcommittee. Powerpoints for SEJC whole group learning meetings are linked in the month.

Summary	July	August	September*	October	November
SEJC Meetings (Monthly EDI Sessions Review)	Racial Equity Introduction review of content and outcomes Safe Space to Brave Space Vision, Role and Outcomes for SEJC Personal/Professional Intersection Equity Leadership	Reviewed process, role and outcomes of SEJC Survey Creation Overview - Purpose, Process, Components, Questions Unpacking Racism Drafting Racial Equity Statement	Safety, process and Purpose Unpacking Institutional Racism Collective Drafting of Differences Data Collection Discussions	Review safety, purpose and process Celebrating our work Racial Impact Plan Subcommittee Update Unpacking Race, Racism, Institutional	Review safety, purpose and process Refinement recommendations for equity statements and subcommittee surveys Subcommittees to refine and submit equity

	<p>Framework Equity, Diversity, Inclusion Defined Cultural Proficiency Continuum Systemic Change Framework</p> <p><u>Community Dialogue 7.16.2020</u></p>			Racism	<p>statements and survey questions</p> <p><i>City Staff (Racial Equity Introduction)</i></p> <p><i>Quarterly Update to City Council December 2020</i></p>
Education (Marks/ Grossman)	<p>Formed with focus on racial equity statement, community survey, and contribute to racial equity impact action plan.</p>	<p>Identify Key Goals Identify Systemic Challenges Identify potential key stakeholders <u>August 13, 2020 Meeting Notes</u></p> <p>Discuss Key Stakeholders Identify purpose for data collection Discussion Process/Components Question Development Review Questions for Staff <u>August 25, 2020 Meeting Notes</u></p>	<p>Review of Goals and Purpose Discussion with School District Board President and Superintendent <u>September 15, 2020 Meeting Notes</u></p>	<p>Student Voice Listening Session in Collaboration with Albany Unified School District <u>October 22, 2020 Listening Session Agenda</u></p> <p><u>Student Listening Session Summary Notes</u></p> <p>Develop Draft survey Develop Draft Equity Statement</p>	<p>Refine Draft Survey Refine Draft Equity Statement</p>
Policing (Downs/ Kerr)	<p>Formed with focus on racial equity statement, community survey, and contribute to racial equity impact action plan. understanding that City Council will be forming a task force.</p>	<p>Identify Key Goals Identify Systemic Challenges Identify potential key stakeholders <u>August 12, 2020 Meeting Notes</u></p> <p>Discuss Key Stakeholders Identify purpose for data collection Discussion</p>	<p>Review of Goals and Purpose Discussion with City Staff <u>September Meeting Notes</u></p>	<p>Develop Draft survey Develop Draft Equity Statement</p>	<p>Refine Draft Survey Refine Draft Equity Statement</p>

		Process/Components Question Development Review Questions for Staff August 27, 2020 Meeting notes			
Affordable Housing (Kerr/Gary)	Formed as Affordable Housing with focus on racial equity statement, community survey, and contribute to racial equity impact action plan.	Identify Key Goals Identify Systemic Challenges Identify potential key stakeholders August 14 Meeting Notes Discuss Key Stakeholders Identify purpose for data collection Discussion Process/Components Question Development August 28 Meeting Notes	Review questions for staff Develop draft survey Equity Statement development resources Review questions with city staff Reviewed Equity Statement development resources September 17 Meeting Notes	Develop Draft survey Develop Draft Equity Statement	Refine Draft Survey Refine Draft Equity Statement
Business (Kerr/Gary)	Formed as Business Development with focus on racial equity statement, community survey, and contribute to racial equity impact action plan.	Identify Key Goals Identify Systemic Challenges Identify potential key stakeholders August 14 Meeting Notes Discuss Key Stakeholders Identify purpose for data collection Discussion Process/Components	Review questions with city staff Reviewed Equity Statement development resources September 17 Meeting Notes	Develop Draft survey Develop Draft Equity Statement	Refine Draft Survey Refine Draft Equity Statement

		Question Development August 28 Meeting Notes			
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Notable Updates:

For the continuity of the work and to ensure all relevant players were involved, the work of the policing subcommittee was expanded and shifted to city leadership that created a specific Policing Task Force. While the subcommittee continued to meet to discuss and develop survey questions for the community, the overall work of developing a process to address policing policies and practices is now within the Community Task Force on Policing. Updates for this team are not included in this report, but the questions the committee provided for the survey are available in this document.

After the December interim report meeting the SEJC group development and subcommittee facilitation services did not continue with the newly appointed group. Nicole Anderson and Associates, LLC did meet with the newly appointed SEJC one time in the May of 2021 to gather input for this final report. The work here is a reflection of the dedication and commitment of the 2020 SEJC team.

SUBCOMMITTEE SUMMARIES

The SEJC continued its work by dividing into originally four then three subcommittees. The policing subcommittee folded into the Community Task Force on Policing. The three remaining committees were housing, business and education. Following the water of systems change action planning process the group then set 10 year ideal goals to examine what each area would look like at the completion of 10 years of work. Then they spent several meetings completing a root cause analysis with significant input from community members during over 20 virtual sessions. Summarized below are the goals for each committee and their root cause analysis within each of the Water of Systems Change categories. They looked at their challenges through the lens of what is holding inequities in place from the perspective of policy, practices, resources, relationships, power structure and mental models. These raw and honest conversations become the catalyst for the development of the surveys and equity framework goals.

Summary of Root Cause Analysis by Framework Category Essential Question: What is holding inequities in place within the city of Albany?			
Categories	Housing	Education	Business/Community Development
Goals	Access to living in community through affordable housing People in the community that do small business should be able to live in the community with equity and inclusion being	City and District Working Together in a true partnership Involvement of more young people in the city policy development and workings	Diverse multicultural array of businesses and services that are thriving with clear and attractive signage that serve the internal and external community.

	<p>incentivized to ensure this occurs on a systemic level.</p> <p>Viable solutions and services for unhoused populations</p>	<p>Equity of Voice in Decision Making Positions</p> <p>Meeting the youth where they are as defined by the youth (Authentic voice, involvement and partnership)</p> <p>Cultural Proficiency</p> <p>Reckoning with the thoughts about the surrounding communities and the checkered racial history of both the communities and schools.</p>	<p>Building up San Pablo district.</p> <p>Albany is an attractive community for both large and small businesses to develop and thrive with systemic practices to maintain economic growth and incentivize equity and inclusion with minority business development and expansion</p>
Policy	<ul style="list-style-type: none"> • Economic goals and economic system is a barrier • Focus on grant or alternate funding sources to create housing in the community 	<p>History</p> <ul style="list-style-type: none"> • Need to heal past harm. A lot has changed since then, but harm has been done. <p>Hiring and Recruitment</p> <ul style="list-style-type: none"> • Recruitment and Hiring practices in police department and schools have since changed, but the thinking may linger <p>Achievement/Opportunity/Access GAP</p> <ul style="list-style-type: none"> • Master Scheduling and Placement of Faculty: Focus at the school appears to be on high achieving and advanced placement students • Access and privilege for parents and families that are more connected, knowledgeable, etc. • Role of PTA and access for all families to involvement • Civic engagement expectations and opportunities for all 	<ul style="list-style-type: none"> • Planning and zoning is under community development. This department has sustainability position, but not equity and inclusion focused staff. • Transparency in processes to create and support maintaining local businesses • Lack of explicit support for small, minority, or locally owned and operated business • Internal and External Communication about the creation of businesses and an systemic mechanism to support marketing their products and services • Affordability in fees and taxes for all types of businesses and

		<p>students.</p> <ul style="list-style-type: none"> Support provided for students in lower income housing and cohabitating families. 	<p>people to be welcomed (market research indicated Albany is more expensive to start businesses than surrounding areas)</p>
Practice	<ul style="list-style-type: none"> General community understanding of what affordable housing is and shifting the image of affordable housing 50/50 renters and property owners Previous wounds or trauma in the community have not been healed (i.e. movement of people off bulb, school district issue, etc.) 	<ul style="list-style-type: none"> Interchanging the term student and youth. All youth are not students and all students in the educational system are not youth. Strategic Supports: Providing structure and positive attention to students who need support. Representation for marginalized groups and their challenges Pretending issues do not exist or that they will go away or dissipate over time. Voices not being heard because of concerns with having transfers revoked...is there true and authentic involvement for all parents? 	<ul style="list-style-type: none"> Leasing on the properties in Albany is very high, including those businesses that are fully paid off. Lack of mechanisms, or expectation, for current business and property owners to reinvest in the community. Empty properties are not being filled. Need to explore the rationale for this. Oversight or retrofitting is not being held accountable with upkeep of buildings.
Resource	<ul style="list-style-type: none"> City resources to write grants and ensure funding is available to provide housing 	<ul style="list-style-type: none"> Struggles with passing bond measures and apparent lack of concentration Concerns of outdated, worn or incomplete textbooks and learning materials 	<ul style="list-style-type: none"> Does the community development person consider their role to include business development? Lack of reliable local news and communication mechanisms with the community at large and business community. (previously

			<p>there has been the Albany Journal, Albany Patch, etc.)</p> <ul style="list-style-type: none"> Local areas that have wifi for residents to stay connected are not clearly advertised. Staff to focus on equity in business.
Relationships	<ul style="list-style-type: none"> Equity statements should be validated by affordable housing. 	<ul style="list-style-type: none"> Historical perspectives - positive and negative history that needs to be told and taught to the youth. Relationships between students, youth and seniors (voting members are seniors and communication typically only happens with parents) What is the business or relationship now with transfer students - should be something dealt with early. What are the tensions that exist with families who are in Albany schools on permits - are they able to speak up without fear of repercussion? What systems are in place to support this and protect them against retaliation? School of Social Work connection with Albany students 	<ul style="list-style-type: none"> Communication with the community at large to celebrate, support and maintain business relationships. Lack of a systemic support mechanism to ensure small and local businesses thrive with community support. Awareness and Understanding the interconnectedness between civic engagement, business, economics, housing, etc. Privilege and Entitlement do not necessitate change for those who have not been made uncomfortable Lack of understanding of the need for change and how that will impact you. Possible partnering with Solano Business Association to assess ability to coordinate support to other local businesses in addition to Albany Stroll.

Power Dynamics	<ul style="list-style-type: none"> Who is the “they” with influential power? <ul style="list-style-type: none"> People who are involved or engaged in community politics Single family owners Real Estate Tax Payers Not the people who live in the high rises or many of the 50% of the renters Special Interest groups that control what happens in the city Strollers and Rollers - Middle Aged Men/Women in Lycra are part of the controlling narrative and are active in politics Groups representing the underprivileged (i.e. Homeless) are not a powerful group due to an apparent victimization approach. Lines that have been drawn between the ‘wealthy’ and the ‘poor.’ the poor 	<ul style="list-style-type: none"> Student voice not valued or included in decisions Parents with struggling students not as empowered as parents of high performing students Local parents having more privileges or ability to speak up without repercussions than parents who are on permit or have students that are struggling The people who the schools actually serve have more power than those who the schools do not, which causes people to just leave or walk away instead of push the system to serve the underprivileged or needy 	<ul style="list-style-type: none"> Commercial land and property owners are not incentivized to support local businesses. We need a more diverse set of voices in the room related to business Little incentive to help start businesses since the cost is higher.
Mental Models	<ul style="list-style-type: none"> Small community mindset is a barrier: Motto is a small urban village <ul style="list-style-type: none"> What does this mean? Who is excluded? 	<ul style="list-style-type: none"> Unconscious bias of teachers, admin, parents, community Rich or wealthy community therefore the schools are fully funded...not 	<ul style="list-style-type: none"> If issues do not affect people personally then it is not a problem. Money is the only thing that matters. If a business doesn’t

	<ul style="list-style-type: none"> ○ Where does this originate? ● Perception of undesirables without the same background, resources, appearance, or “othering” ● Safety in the small community will suffer and crime would increase which would impact their comfort (no more leaving doors unlocked) ● Fear of the unknown elements coming into the community. ● Since Berkeley, Piedmont, Oakland are growing, Albany needs to stay small to offer a small village option. ● Many residents don’t feel welcomed as a result of the power dynamics of the small interest groups. ● Incrementalism: Going slow is okay and we don’t need to do anything more. False sense of being done. 	<p>understanding the supportive role transfer students play in the finances</p> <ul style="list-style-type: none"> ● Does everyone belong in Albany? ● Are Albany schools as wonderful as they claim or have been historically? Were they great historically? Are they serving all kids? Who are they not serving? Does the fact that these students are not benign served matters? ● Do not complain about anything, just be happy we actually allowed you in the room. ● Ignore problems and hopefully they will go away ● Cancel the validity of problems that do not reflect the reality of the dominant culture ● Who or what are Albany schools better than? Who have the Albany schools actually served? Who have they not served? ● Does the definition of success in Albany only benefit certain children ● Are we more concerned with actually being great or just having a great image? ● At whose expense are the achieving students flourishing? Does the community know? Care? ● Asians as ‘model minority’ and not involved in the conversation (30%) - their 	<p>flourish it is only the fault of that business, no other factors play a role.</p>
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		voice needs to be heard and respected.	
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RESOURCES/REFERENCES

To assist and support in their work a folder of [Resources](#) has been provided to all SEJC members both as a whole and within their individual subcommittees: [Education](#), [Policing](#), [Affordable Housing](#) and [Business Development](#). A summary of the student listening session can be found [here](#).

APPENDIX D

Glossary of Terms

This glossary is not intended to be an exhaustive list of every word and term used in our work and conversation about diversity, inclusion, and social justice. These are basic working definitions to be used as a reference to help move diversity and inclusion efforts forward within the City of Albany.

Ability - power or capacity to do or act physically, mentally, legally, morally, financially, etc.

Access - creating the necessary conditions so that individuals and organizations desiring to, and who are eligible to, use our services, facilities, programs and employment opportunities.

Ally - a person of one social identity group who stands up in support of members of another group; typically member of dominant identity advocating and supporting a marginalized group.

Asexual - person who is not sexually attracted to anyone or does not have a sexual orientation. They may or may not experience romantic attraction.

Bisexuality- a sexual orientation in which a person has the potential to feel physically and emotionally attracted to more than one gender.

Culture - is a way of life of a group of people--the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.

Cultural appropriation: the adoption or taking of specific elements (such as ideas, symbols, artifacts, images, art, rituals, icons, behavior, music, styles) of one culture by another culture. There have been many conversations regarding what cultural appropriation vs. cultural appreciation looks like, and to what extent we all participate in it. Cultural appropriation can be defined as the “cherry picking” or selecting of certain aspects of a culture, and ignoring their original significance for the purpose of belittling it as a trend. Appreciation is honoring and respecting another culture and its practices, as a way to gain knowledge and understanding.

Cultural Competence - refers to an ability to interact effectively with people of different cultures. Cultural competence comprises four components: (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and world views, and (d) Cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures. Cultural competence is a developmental process that evolves over an extended period.

Cultural Representations: Cultural representations refer to popular stereotypes, images, frames and narratives that are socialized and reinforced by media, language and other forms of mass communication and “common sense.” Cultural representations can be positive or negative, but from the perspective of the dismantling structural racism analysis, too often cultural representations depict people of color in ways that are dehumanizing, perpetuate inaccurate stereotypes, and have the overall effect of allowing unfair treatment within the society as a whole to seem fair, or ‘natural.’

Disability - a physical, mental or cognitive impairment or condition that requires special accommodations to ensure programmatic and physical access.

Diversity - psychological, physical, and social differences that occur among any and all individuals; including but not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information and learning styles. A diverse group, community, or organization is one in which a variety of social and cultural characteristics exist.

Ethnicity - a social construct which divides people into smaller social groups based on characteristics such as values, behavioral patterns, language, political and economic interests, history, and ancestral geographical base.

Equality - evenly distributed access to resources and opportunity necessary for a safe and healthy life; uniform distribution of access that may or may not result in equitable outcomes.

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

Gay - A common and acceptable word for male homosexuals, but used for both genders.

Gender - the socially constructed ideas about behavior, actions, and roles a particular sex performs.

Gender Identity - a personal conception of one's own gender; often in relation to a gender opposition between masculinity and femininity. It is how people externally communicate or perform their gender identity to others.

Gender Expression - an individual's outward and external gendered appearance. This may include hair styles, clothes, accessories, and mannerisms. Gender expression may also include gender roles which are also defined by an individual's culture/society.

Implicit Bias: Also known as implicit social cognition, implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.

Inclusion - the act of creating involvement, environments and empowerment in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate with equal access to opportunities and resources embrace differences and offers respect in words and actions for all people.

Intercultural competence - is the ability to develop targeted knowledge, skills and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions.

Individual Racism: Individual racism can include face-to-face or covert actions toward a person that intentionally express prejudice, hate or bias based on race.

Institutional power: The ability or official authority to decide what is best for others. The ability to decide who will have access to resources. The capacity to exercise control over others.

Institutional Racism: Institutional racism refers to the policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor, or put a racial group at a disadvantage. Poignant examples of institutional racism can be found in school disciplinary policies in

which students of color are punished at much higher rates than their white counterparts, in the criminal justice system, and within many employment sectors in which day-to-day operations, as well as hiring and firing practices can significantly disadvantage workers of color.

Internalized oppression: The process whereby people 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.

LGBTQAAI - The acronym that means Lesbian, Gay, Bisexual and Transgender. The addition of a "Q" at the end often means "questioning" or "queer." One "A" stands for "asexual", another for "allies". The "I" means "intersex".

Lesbian- A common and acceptable word for a female homosexual only.

Marginalization - Treatment of a person, group or concept as insignificant or pervasive and places them outside of the mainstream society.

Microaggressions - intentional or unintentional verbal, nonverbal or environmental slights/insults that communicate hostile, derogatory or negative messages to people based upon their marginalized group.

Multiculturalism - the practice of acknowledging and respecting the various cultures, religions, languages, social equity, races, ethnicities, attitudes, and opinions within an environment. The theory and practice promotes peaceful coexistence of all identities and people.

Oppression: The combination of prejudice and institutional power which creates a system that discriminates against some groups (often called "target groups") and benefits other groups (often called "dominant groups"). Examples of these systems are racism, sexism, heterosexism, ableism, classism, ageism, and anti-Semitism. These systems enable dominant groups to exert control over target groups by limiting their rights, freedom, and access to basic resources such as health care, education, employment, and housing. Four Levels of Oppression/"isms" and Change:

- Personal: Values, Beliefs, Feelings
- Interpersonal: Actions, Behaviors, Language
- Institutional: Rules, Policies, Procedures
- Cultural: Beauty, Truth, Right

Power - ability to control, coerce or influence people based on privilege identities. Power may be positional and provide access to social, political, and economic resources.

Power-over - used in discriminatory and oppressive way. Having power over others and therefore domination and control over others (e.g. through coercion and violence)

Power-with - shared with all people in struggles for liberation and equality. Using or exercising one's power to work with others equitably, for example, in a social movement.

Privilege - any unearned benefit, right or advantage one receives in society by nature of their identities

Progress & Retrenchment: This term refers to the pattern in which progress is made through the passage of legislation, court rulings and other formal mechanisms that aim to promote racial equality. Brown v. Board of Education and the Fair Housing Act are two prime examples of such progress. But retrenchment refers to the ways in which this progress is very often challenged, neutralized or undermined. In many cases after a measure is enacted that can be counted as progress, significant backlashes—retrenchment—develop in key public policy areas. Some examples include the gradual erosion of affirmative action programs, practices among real estate professionals that maintain

segregated neighborhoods, and failure on the part of local governments to enforce equity oriented policies such as inclusionary zoning laws.

Queer - Some LGBTQ people use this term as a way of reclaiming the power associated in the past with this term and other derogatory terms (such as fag or dyke). Others use it as a more general all-inclusive term to represent a variety of sexual orientations and/or gender identities or anything that defies easy definition or categorization. Like any term or label, there is no general consensus on what Queer means, and it is still considered offensive by older generations.

Race - a social construct that artificially divides people into distinct groups based on characteristics such as physical appearance, ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the political needs of a society at a given period of time.

Racial Equity: Racial equity refers to what a genuinely non-racist society would look like. In a racially equitable society, the distribution of society's benefits and burdens would not be skewed by race. In other words, racial equity would be a reality in which a person is no more or less likely to experience society's benefits or burdens just because of the color of their skin. This is in contrast to the current state of affairs in which a person of color is more likely to live in poverty, be imprisoned, drop out of high school, be unemployed and experience poor health outcomes like diabetes, heart disease, depression and other potentially fatal diseases. Racial equity holds society to a higher standard. It demands that we pay attention not just to individual-level discrimination, but to overall social outcomes.

Racism: Racism is a system in which one race maintains supremacy over another race through a set of attitudes, behaviors, social structures, and institutional power. Racism is a "system of structured inequality where the goods, services, rewards, privileges, and benefits of the society are available to individuals according to their presumed membership in" particular racial groups. A person of any race can have prejudices about people of other races, but only members of the dominant social group can exhibit racism because racism is prejudice plus the institutional power to enforce it.

Respect - a feeling or understanding that someone or something is important, valued and should be treated in a dignified way

Sexual Orientation - the direction of one's sexual attraction toward the same gender, opposite gender, or other genders. It is on a continuum and not necessarily a set of absolute categories.

Social Construct - An idea that appears to be natural and obvious to people who accept it but may or may not represent reality

Social Justice- to take action as an advocate for a just society where all people have a right to fair and equitable treatment, support and resources

Stereotype: An exaggerated or distorted belief that attributes characteristics to members of a particular group, simplistically lumping them together and refusing to acknowledge differences among members of the group.

Structural Racism: A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with "whiteness" and disadvantages associated with "color" to endure and adapt over time. Structural racism is not something that a few people or institutions choose to practice. Instead it has been a feature of the social, economic and political systems in which we all exist.

Systemic Racism: In many ways "systemic racism" and "structural racism" are synonymous. If there is a difference between the terms, it can be said to exist in the fact that a structural racism analysis pays

more attention to the historical, cultural and social psychological aspects of our currently racialized society.

Transgender 1) An umbrella term for transsexuals, cross-dressers (transvestites), gender queers, and people who identify as neither female nor male and/or as neither a man nor as a woman. Transgender is not a sexual orientation; transgender people may have any sexual orientation.

2) Transgender people are those whose psychological self ("gender identity" – one's internal experience of their gender) differs from the physical sex with which they were born ("biological sex" – one's body -genitals, chromosomes, etc.). Often, society conflates sex and gender, viewing them as the same thing. However, gender and sex are not the same thing.

White Privilege: White privilege, or "historically accumulated white privilege," as we have come to call it, refers to whites' historical and contemporary advantages in access to quality education, decent jobs and liveable wages, homeownership, retirement benefits, wealth and so on. The following quotation from a publication by Peggy Macintosh can be helpful in understanding what is meant by white privilege: "As a white person I had been taught about racism that puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage. . . White privilege is an invisible package of unearned assets which I can count on cashing in every day, but about which I was meant to remain oblivious."

This resource was adapted from existing resources provided by the National Multicultural Institute, University of California-Berkeley-Diversity Terms, National Conference for Community and Justice, Oregon State University, Texas A & M University, Arizona State University – Intergroup Relations Center, and The National Center for Transgender Equality, Cleveland State University, Office of Diversity and Multicultural Affairs, Deardorff, Darla (2006) "The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States." Journal of Studies in International Education 10:241-266, Adams, Bell and Griffin-Teaching for Diversity and Social Justice, Leaven 2003 Doing Our Own Work: A Seminar for Anti-Racist White Women© ©Visions, Inc. and the MSU Extension Multicultural Awareness Workshop, Barbara Love, 1994. Understanding Internalized Oppression, The Aspen Institute-Roundtable on Community Change, Peggy Macintosh, "Unpacking the Invisible Knapsack." excerpted from Working Paper #189 White Privilege and Male Privilege a Personal Account of Coming to See Correspondences through Work in Women's Studies. Wellesley, MA: Wellesley College Center for the Study of Women (1989), Amerique Phillips, sophomore and Black Student Union social justice director, and Alexis Baker, senior and Black Student Union president (2017), Ohio State University-Kiwan Institute for the study of race and ethnicity (2015)