



MEETING INFORMATION

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Regional Equity Initiative Subcommittee Meeting

February 22, 2022 * 2:30 p.m.

Agenda

<u>Item</u>	<u>Topic</u>	<u>Est. Time</u>	<u>Presenter</u>
I.	Welcome, Self-Introductions, and Opening Remarks	2:30	R. Hankins
II.	Self-Empowerment of Marginalized Communities	2:35	Dr. Bradley
III.	Human Rights Cities	3:05	M. Tyler
IV.	Equity Listening Sessions Review	3:20	M. Tyler
V.	Regional Equity Initiative Updates	3:40	B. Martin
	A. Equity Manager Recruitment Update		
	B. Environmental Justice Academy Update		S. Diamond
VI.	Round Robin	3:45	All Participants
	<ul style="list-style-type: none"> • Other Institute Updates • Upcoming Equity Events • Community Outreach • Article: Ohio cities declare racism a public health crisis, but does it mean anything? 		
VII.	Next Steps and Closing Remarks	3:55	R. Hankins

****The NEXT MEETING is March 22, 2022****

If you do not have access to a computer, please call in using the following information.

Dial by your location: All numbers can be used to access the meeting.

+1 312 626 6799 US (Chicago) * +1 646 558 8656 US (New York)

+1 253 215 8782 US * +1 301 715 8592 US

Meeting ID: 837 9845 2238

**MIAMI VALLEY REGIONAL PLANNING COMMISSION
REGIONAL EQUITY INITIATIVE SUBCOMMITTEE
MINUTES**

via Zoom Conference/Video Call
(<https://us02web.zoom.us/j/83798452238>)

January 22, 2022
2:30 PM

REI Subcommittee Members Present

Michael Carter, Sinclair College
Rap Hankins, City of Trotwood
Julie Liss-Katz, Dayton Business Committee
Tom Maultsby, United Way
Adriane Miller, NCCJ
Jeffrey Mims, City of Dayton
Steve Naas, County Corp
Judge Walter Rice, U.S. Federal Courts
Kristina Scott, Learn to Earn
Tiffany Taylor Smith, University of Dayton
Mary Tyler, Community Leader

Staff

Serena Anderson
Savannah Diamond
Brian Martin
Stacy Schweikhart
Leigh Sempeles

Other Guests Present

Darius Beckham, City of Dayton
Nina Carter, Learn to Earn Dayton
Stephanie Kellum, City of Trotwood
Rich Schultze, Concerned Citizen
Barbra Stonerock, Dayton Foundation
Vanessa Ward, Omega CDC
Noreen Willhelm, Dayton Foundation

The Miami Valley Regional Planning Commission hosted the Regional Equity Initiative Subcommittee call on January 25, 2022 at 2:30 p.m. via Zoom Video Conference (<https://us02web.zoom.us/j/83798452238>).

I. WELCOME AND OPENING REMARKS

Chairperson Hankins called the meeting to order at 2:30 pm. Self-introductions were made.

II. NORTHWEST DAYTON PARTNERSHIP PRESENTATION

Ms. Carter presented information on the Northwest Dayton Partnership and addressed how Dayton can catalyze racial and economic equity using a community-based approach. She shared the map of the Northwest Dayton boundaries and stated that for the purposes of this work, Northwest Dayton boundaries are from Wolf Creek east to Main Street and from Interstate 75 north to the city limit. She then explained that the Northwest Dayton Partnership (NWDP) is a new cross-sector collaboration between multiple community based organizations and community stakeholders working to develop a comprehensive six to ten-year plan that uses an equity lens to align two-generation/ whole family vision, activities, goals, policy efforts, and funding. She also said the NWDP has the opportunity to learn from the expertise of many

national organizations such as Blue Meridian Partners who have provided an \$8 million investment in neighborhood-based economic and social wellness. Ms. Carter then announced they plan to hold Virtual Community Conversations on February 1 and February 2, 2022. Lastly Ms. Carter opened the floor for questions and addressed the status of childcare centers, and identifying racial disparities within the community.

III. REGIONAL EQUITY INITIATIVE UPDATES

A. Environmental Justice Academy Update

Ms. Diamond provided an update on the Environmental Justice Academy. She explained how the EJ Academy was developed from the EPA's Creative Problem Solving Model and she showed the elements of the CPS and how they correlated with the module curriculum. She then provided data on the 2021-22 EJ Academy participants and displayed a map of the communities represented across the region. Lastly, she showed a video explaining the story of one participant's experience with environmental justice and how he organized a Community Advisory Group to address a superfund site in Old North Dayton. She noted MVRPC is looking for judges for a student project competition. Please contact Savannah with your interest and questions.

Mr. Martin then provided information on the EPA's Superfund Job Training Initiative (JTI), a new opportunity for our Region in development by MVRPC and US EPA. The Superfund JTI will provide 10 or more participants with training in remediation of environmental concerns in the region. Graduates are eligible for placement in jobs following training. The agency is seeking partners, students, and sponsors of the Superfund JTI. Please contact Brian for more information.

B. Equity Manager Recruitment Update

Mr. Martin provided an update on the Equity Project Manager recruitment. He announced the job posting will be posted soon and the REI members will be notified.

IV. Round Robin

The following topics were discussed during the round robin:

- The Dayton Foundation's Podcast Series emphasizes our region's top 4 challenges/opportunities: equity/environmental justice, education, strengthening African American led organizations, and tornado recovery. Check out the series at <https://www.daytonfoundation.org/podcast.html>.
- Livable Communities Initiative and Age Friendly Communities Update: Ms. Sempeles provided an update on the exciting community grant opportunities to help jurisdictions become age friendly communities.
- Upcoming Equity Events - The Undesign the Redline exhibit is heading to Trotwood Madison H.S. on January 28, 2022 from 1:00 p.m. to 4:00 p.m. The exhibit will then be at Wright State University during February for Black History month.
- Community Outreach – Mr. Martin suggested a “field trip” for the REI group to visit member Michael Carter's exhibit of American History at Sinclair College in February. Ms. Diamond will coordinate the visit with Mr. Carter and offer date and time information to REI subcommittee members.

V. NEXT STEPS AND CLOSING REMARKS

Mr. Hankins thanked everyone for the discussion and adjourned the meeting at 4:00 p.m.

The next meeting will be February 22, 2022 at 2:30 p.m.



Todd Bradley, Ph.D.

Policy Director

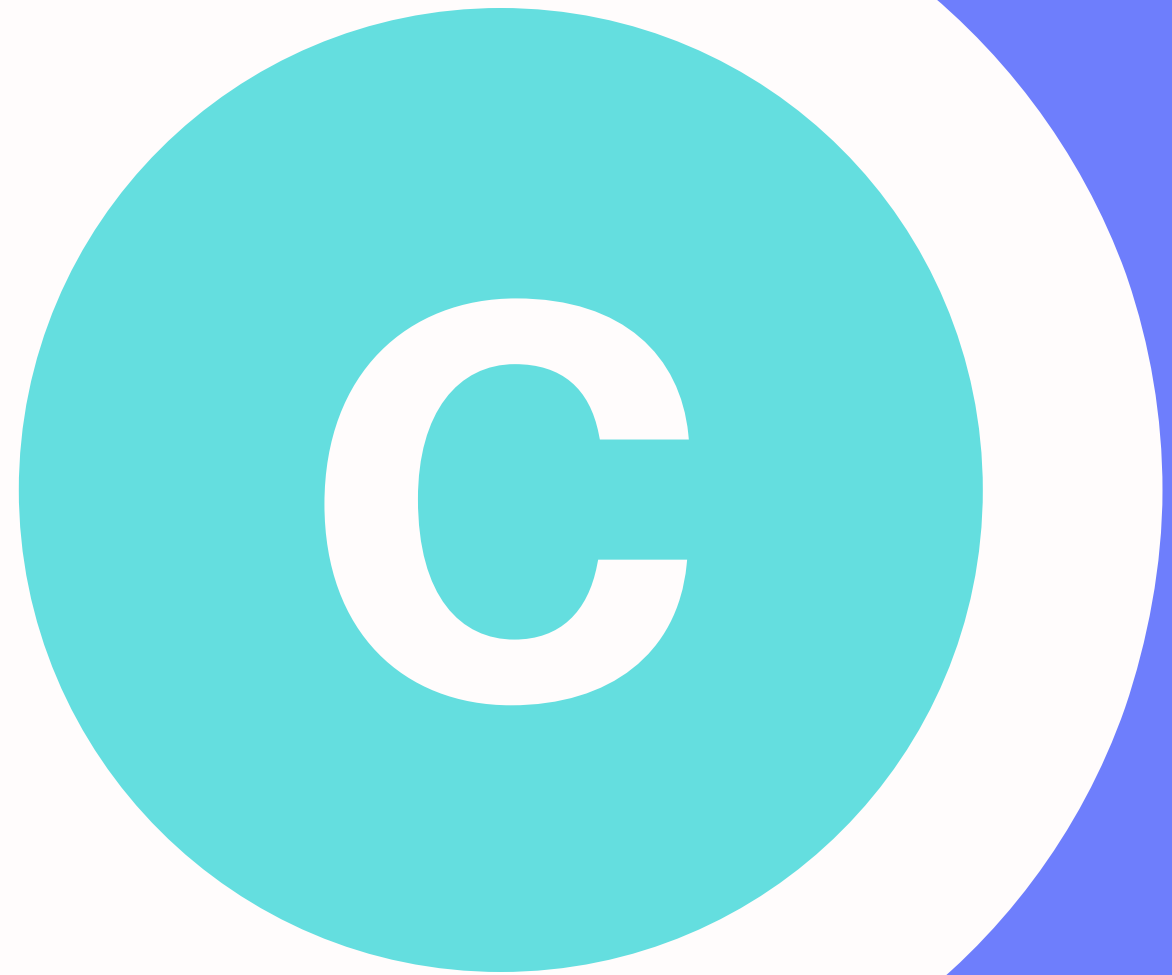
todd@ohiomayorsalliance.org

Todd Bradley, Ph.D. most recently was an Associate Professor of Political Science at Indiana University Kokomo, for almost 20 years. Dr. Bradley has many years of experience working with elected officials, nonprofits/interest groups and local communities in domestic and international markets. His expertise in political and economic development has nurtured educational policies, civil liberties and other reform efforts. Lastly, Dr. Bradley has helped enhance self-empowerment of marginalized communities by stressing the importance of having a “seat at the table” in shared governance models.

● ●
**THE GLOBAL
MOVEMENT OF
HUMAN RIGHTS
AND ITS IMPACT
ON THE DAYTON
REGION!**



Human Rights City



● Community Meeting, Jan 31st

Presenters and facilitators: Peter, Benkendorf, Erica Fields, Shelley Inglis, Anthony "Tony" Talbott, and Mary E. Tyler

Identification of Human Rights

Small Group Discussions & Chant:

- What do you hope to achieve by participating in this process?
- What would you like to see occur as a result of pursuing Human Rights City status for Dayton?
- What are the challenges to accomplishing a Human Rights City status for Dayton?
- How do you see human rights supporting or helping your work/agenda?

Beyond a designation, leverage efforts, measurable-baseline, expand involvement

BACKGROUND

UNIVERSAL DECLARATION OF HUMAN RIGHTS

United Nations General Assembly in Paris on December 10, 1948

Second World War experience

Eleanor Roosevelt, Chair - Common ground, international human rights

30 Articles, i.e. rights and freedoms, torture, presumed innocent, arbitrary interference, freedom of movement

U.S. NORMS:

Universal Declaration of Human Rights (1948)

International Convention on the Elimination of All Forms of Racial Discrimination (1965)

International Covenant on Civil and Political Rights (1966)



HUMAN RIGHTS CITY FRAMEWORK?

Non-Discrimination

Transparency

Accountability

Participation

Indivisibility

Universality



Human rights don't trickle down...
They RISE UP!

HUMAN RIGHTS CITY



A human rights city is a place where local government, civil society, the private sector, and other stakeholders are committed to making sure that the city applies international human rights standards/ laws in their policies, statements, and programs.

A holistic approach that provides a shared language and framework across all human rights. It emphasizes, economic, social, and cultural rights as they affect the lives of residents and their ability to enjoy civil and political human rights across racial, gender, ethnic, religious and other status.

An organizing and movement building process that empowers residents to be active in re-making their communities to center on people and human needs.

HUMAN RIGHTS CITIES NETWORK



Promotes the development of human rights in Europe and beyond

An interactive community of human rights cities practitioners

Support cities and key actors to connect, promote and scale up the development of human rights cities

Promotes a model where human rights are used to redefine the city as a more liveable space

Human Rights Cities - North America

- **Edmonton, AB, Canada (2003)**
- **Winnipeg, MB, Canada (2003) The Canadian Museum for Human Rights opened in this city on September 19, 2014**
- **Washington D.C., United States (2008)**
- **Carrboro, NC, United States (2009)**
- **Chapel Hill, NC, United States (2009)**
- **Richmond, CA, United States (2009)**
- **Eugene, OR, United States (2011)**
- **Boston, MA, United States (2011)**
- **Pittsburgh, PA, United States (2011)**
- **Seattle, WA, United States (2012)**
- **Jackson, MS, United States (2014)**
- **Edina, MN, United States (2016)**
- **Mountain View, CA, United States (2016)**

Human Rights Cities - Select List

- **Africa: Walewale, Ghana; Korogocho, Kenya; Thiès, Senegal; Mogale City, South African**
- **Asia: Seoul, South Korea; Nagpur, India; Kaohsiung City, Taiwan; Bandung & Wonosobo, Indonesia**
- **Europe: Madrid & Barcelona, Spain; Vienna, Austria; York, United Kingdom**
- **South America: Temuco, Chile; Porto Alegre, Brazil; Rosario, Argentina**

**2nd Meeting:
Tuesday, March 1st
6:00-8:00 p.m.
Downtown Library**

Other City Models

**Presentations: New Orleans &
York, UK , Pittsburgh, PA and
Human Rights Cities
Network**

**Framework for Our
Community**

**Goals and our approach;
convene a summit of other
interested individuals and
organizations**



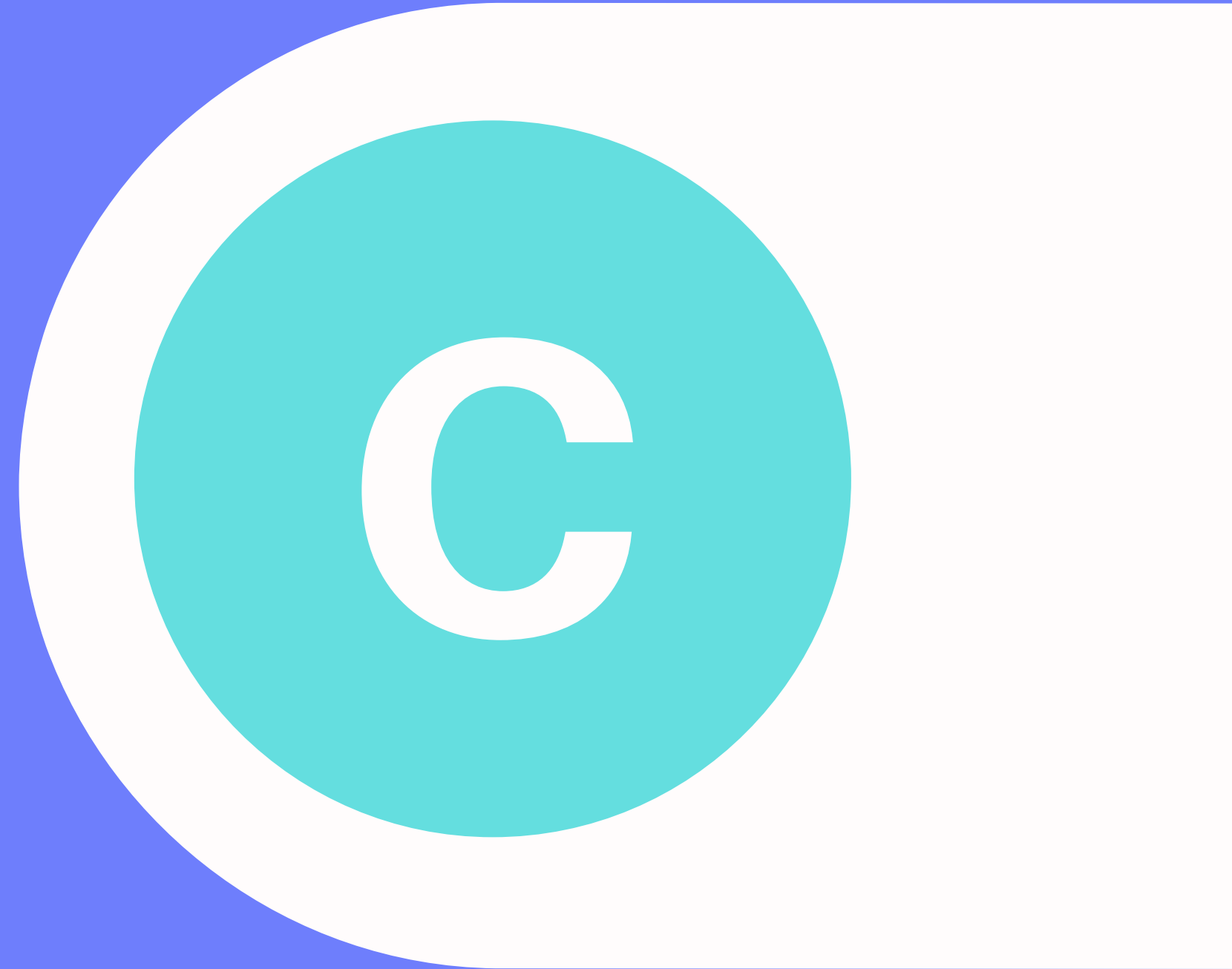
Creating a Movement!

● Lyrics

Government buy-in can only take you so far;
Community participation can be no bar.


Reallocation of resources is the only choice;
All cultures and regions need a voice.

This task cannot be passive or light;
We must all have a shared understanding
of human rights.



THANK YOU!

- **Reactions**
- **Questions and Comments**



Q



University of Dayton

**Human Rights
Center**

Human Rights Cities Resource List

- **What are human rights?**
 - “What are Universal Human Rights” Video <https://www.youtube.com/watch?v=nDglVseTkuE>
 - “The Story of Human Rights” Video https://youtu.be/6XXGF_V8_7M
- ***Universal Declaration of Human Rights*** <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
 - Core human rights document. Lists the 30 basic human rights
 - Simplified version: <https://www.amnestyusa.org/wp-content/uploads/2017/11/Simplified-UDHR.pdf>
- **“What is a Human Rights City?”**
 - <https://rwi.lu.se/human-right-cities/> Raoul Wallenberg Institute
 - <https://humanrightscities.net/what-we-do/>: Brief overview from Human Rights Cities Network
 - [Cities – a growing and necessary target for human rights advocacy](#) - Annabel Short
 - Example City of York <https://www.yorkhumanrights.org/>; <https://www.york.ac.uk/cahr/york-human-rights-city/>
- **The Power of Justice: Applying International Human Rights Standards to American Domestic Practices** (Shultz, 2009) <https://www.americanprogress.org/article/the-power-of-justice/>

Creating What People Want in Dayton, Ohio, But Don't Think They Can Have

By Peter Benkendorf, *Re-Imagining America: Dayton, Ohio*

(<https://psychology.edu/library/creating-what-people-want-in-dayton-ohio-but-dont-think-they-can-have/>)

The Dayton, Ohio Metropolitan Statistical Area (MSA), including Montgomery, Greene, Miami and Preble Counties, is a microcosm of America and an ideal laboratory for citizen-driven transformation. Across the four counties, one can find a hollowed-out urban core, suffering from the loss of good-paying manufacturing jobs, struggling with the effects of systemic racism and generational poverty—both black and white; inner- and outer-ring suburbs, which run the gamut from challenged to thriving; small town America; agriculture; and rural communities. And with a combined population of 850,000 it is small enough to wrap your arms around, yet big enough to get deeply into America's most intractable challenges, including, the Economy and Employment, Education, Health and Wellness, Justice, Housing, Transportation, Environment and Media.

Over the past 12 years, Dayton has received high-profile media attention. In August 2008, Dayton was recognized by Forbes Magazine as one of America's 10 Fastest Dying Cities. As a response, we organized the 10 Living Cities Symposium on the one-year anniversary of the publication of the Forbes list. Fast-forward ten years, to September 2018, when Frontline/ProPublica aired the documentary, "Left Behind America". The documentary featured Dayton as the manifest example of what has happened to too many great American cities and the people who live there as a result of our current socio-economic model... they have been left behind, or in many cases left out.

"Re-Imagining America: Dayton, Ohio" is a response to a widespread experience that somehow "America has left itself behind" and is building a platform precisely to take on this Awful Truth, which has recently further been laid bare by the police killings of George Floyd, Breanna Taylor, Ahmed Aubrey, and others. In addition, the country's response to the COVID-19 pandemic has exposed how many Americans live on an economic edge and the inadequacies of our healthcare system.

- Re-Imagining is Not Reform: Buckminster Fuller said, "*You never change something by fighting against the existing reality. To change something, build a new model that makes the old model obsolete.*" Transformation starts when we let go of everything we know, get to nothing, and ask, "What if?" This is the only way the impossible can become possible; when we declare it can be so.

In Re-Imagining America, we are following certain principles:

- Systems with the Most Available Energy Will Prevail. Lotka's Principle states that during self-organization, system-designs develop and prevail that maximize power intake, energy transformation, and those uses that reinforce production and efficiency.
 - Specifically related to self-organizing communities, we define Energy as *Mutuality times the Speed of Curiosity²* (or $E = MC^2$ following Albert Einstein's Theory of General Relativity.)
 - In this regard, a community's ability to thrive is directly related to its ability to unleash the potential (energy) of all its residents.

- **What You Measure Defines Your Model.** In other words, you have to start by changing what you measure. In America today, we mostly define success in economic terms—stock market, Gross Domestic Product, average household income, unemployment rate, poverty rate, home prices, etc. In Dayton, what if Well-Being were the measure of success? The Gallup Organization, the international research company, makes this possible with their Well-Being Index, made up of five domains:
 1. Purpose: liking what you do each day and being motivated to achieve your goals.
 2. Social: having supportive relationships and love in your life.
 3. Financial: managing your economic life to reduce stress and increase security.
 4. Community: liking where you live, feeling safe, and having pride in your community.
 5. Physical: having good health and enough energy to get things done daily

This community self-assessment provides a much better picture of the reality on the ground. Further, the Well-Being Index can get down to the census tract level, providing deep insight into where the gaps and opportunities are. These insights, coupled with qualitative data gathering through deep community conversations, provide the framework for co-creating a new model that will allow a co-imagined future to be realized.

- **Everything in Life Happens Because of People and Relationships.** The quality of relationships, the way of being together, is the foundation of community. Mutuality, reciprocity, and a “we not me” mindset must be present from the outset or this work and the desired outcomes cannot be realized.

My very first initiative in 1992, Sister Neighborhoods, which brought together residents of the notorious Chicago public housing community Cabrini-Green and the wealthy north shore suburb Winnetka, was predicated on the notion that the futures of Cabrini-Green and Winnetka were inextricably linked. Clearly articulating this core belief helped ensure that the people attracted to the initiative had an understanding of the intentions and expectations.

One of the most meaningful outcomes of this approach was the recognition by the founding participant from Cabrini-Green that she had as much to give as she did to get (despite what would appear to be a significant power imbalance of education, wealth, race and age with the founding participant from Winnetka.) It cannot be overstated the importance and power of this realization.

People in Chicago were generally taken aback when I would talk about the Cabrini-Green/Winnetka Sister Neighborhood Project, usually wondering aloud what residents of the two communities had in common. My response was always, “Other than their shared humanity, not much.” But shared humanity is everything.

Two Corollaries to the Importance of People and Relationships:

- *Labor is more important than capital, i.e. People are more important than money.* While money may not be the root of ALL evil, the objectification of wealth, as a measure of success, as a goal unto itself, as something to be celebrated, stands in the way of creating a community of well-

being. When wealth becomes the basis for getting ahead, too often it is done so at someone else's expense. This mindset does not create the conditions where mutuality can thrive.

- *Individuals, not institutions, drive transformation.* As much as we venerate our institutions, their agenda is their agenda, and not necessarily the community's agenda. Even when we see change coming from our institutions, be they corporate, government, academic, non-profit, religious, etc., it is still people who are behind the innovation, new theories, new models, new methods, new technologies.
- Language Matters. Often standing in the way of re-imagining America is old language to which meaning and/or values have been imposed by those with an agenda. Creating a future desired state means describing it with words whose definition has been discussed and agreed upon. Otherwise, one ends up right back where we started, arguing over intentions.
- It Starts with a Different Kind of Community Conversation. Conversations that transform start with a framework, a set of principles, and a larger vision, but not an agenda.
 - Let go of everything and be in the moment.
 - Listen fully, with from the head and heart.
 - Get people to share what they deeply care about—declaring what impossibility, when made possible, would make a significant difference.
 - Find commonality and agreement.
 - Turn ideas into action.

By embracing these principles and practices and inviting the community to create and own a shared future, we can realize what people want but don't think they can have. As Margaret Mead so eloquently stated, "Never doubt that a small group of thoughtful committed individuals can change the world. In fact, it's the only thing that ever has."

Our project is to make these principles real in Dayton, and in so doing, help create what people want but don't think they can have.

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Peter Benkendorf is founder of The Collaboratory, a non-profit civic innovation lab in Dayton, Ohio, and the initiator of Re-Imagining America: Dayton, Ohio. Benkendorf's 35-year career as a brand, product development and social-change catalyst spans the corporate and community sectors, the advertising industry, and consulting. He holds a B.S. in Mechanical Engineering from the University of Cincinnati.



RE-IMAGINING AMERICA

DAYTON OHIO



CHANGING THE METRICS

FROM ECONOMICS TO WELL-BEING

A citizen-centered approach to measurement is foundational to transformation: Measure what you value. Design your model based on what you measure. Move beyond strictly economic indices to include those that reflect holistic well-being. The **Gallup Well-Being Index** is a valued instrument for holistic, citizen-centered community assessment.

GALLUP WELL-BEING INDEX

SENSE OF PURPOSE

PHYSICAL WELL-BEING

SOCIAL WELL-BEING

FINANCIAL WELL-BEING

SENSE OF COMMUNITY

the collaboratory

unleashing dayton's potential

"We don't want Dayton to be a community where the zip code in which you are born determines your future."



The Collaboratory is where Dayton's dreamers and doers gather to move innovative ideas to transformational action that generates new economic, social and creative opportunities and value.

INDIVIDUALS NOT INSTITUTIONS

BY THE CITIZENS FOR THE CITIZENS



The future of our community will be determined by our citizen-leaders, who define our values, set our priorities, innovate new initiatives, and shape our institutions. What is unique about Re-Imagining America is that every citizen in the region is invited to participate.

ACTION AREAS

- REGIONAL ECONOMY/ EMPLOYMENT
- EDUCATION
- TRANSPORTATION
- HOUSING
- HEALTH & WELLNESS
- ENVIRONMENT
- CRIMINAL JUSTICE
- MEDIA

DATA DRIVES ACTION



LIVED EXPERIENCES

The Gallup Well-Being Index and Citizen-Driven Participation are foundational to Re-Imagining America. Gallup Well-Being Index will be used to set the baseline and identify key metrics. Citizen-Driven Participation will allow us to access citizen's lived experiences, perceptions, attitudes and awareness to provide a holistic understanding of the citizen experience.

CO-CREATION

Co-Creation is central to the work of The Collaboratory over its 28 year history. Co-creation means getting lots of perspectives around the table to formulate the strongest concepts. It also guarantees broad-based ownership of an initiative, which is key to maximizing community engagement at the time of launch.

PILOT PROJECTS

PILOT PROJECTS or MVPs (Minimal Viable Products) or Beta Testing is where all innovation begins. Re-Imagining America anticipates one or more pilot projects in each of the eight Action Areas. The objective is to identify those initiatives likely to have the greatest Social Return on Investment (SROI) and develop action plans and budget to take them to scale.

TIMELINE & ACTIVITIES

Planning

- Subject Matter Work Groups
- Pilot Projects
- Design and Implementation

Pilot Projects

- Analysis
- Scale Up
- Review of Pilot Projects
- Selection of Most Viable for Expansion

YEAR 1

Diagnosis

- Introduce Gallup Well-Being Index
- System Dynamics Modeling
- Promote, Identify, and Directly Involve Citizens in RIA Process
- Citizens Possibility Report
- Metrics Development Planning
- Subject Matter Work Groups Formation

YEAR 2

YEAR 3

Pilot Projects

- Design and Implementation
- System Dynamics Update
- Well-Being Index Survey

YEAR 4

YEAR 5

Scale Up

- Implementation Measurement
- Well-Being Index Survey

Re-Imagining America: Dayton, Ohio is set to end with a Supernova after five years, at which point any number of new initiatives will be underway, with the Well-Being Index becoming part of the region's DNA and moving in an upward direction.

"You never change things by fighting against the existing reality. To change something, build a new model that makes the old model obsolete."

- Buckminster Fuller

Equity Listening Sessions Montgomery County Residents

A Snapshot of the Community Report





Purpose

Gather input from Montgomery County residents to help guide the development of a shared community “equity” vision.

Create a forum for residents of diverse backgrounds to share their ideas and thoughts during a series of listening sessions between October and December 2019.

Format:

- Sixteen sessions (60 or 90 minutes)
- Timeframes—morning, lunch, and evening sessions
- Recording and scribing
- Light refreshment
- Gift cards

Diverse input: ideas, experiences, suggestions, and frustration

159 participants

Host Sites/participants:

- Community members at large; two sessions at Barry Staff, Inc.
- Dayton Score
- Fairview Elementary School
- Greater Dayton LGBT Center
- Harmony Creek Church, Kettering
- Holy Temple Church of God Sanctified, Trotwood
- Leadership Dayton Alumni; two sessions
- Public Health, LGBTQ Community Coalition
- Restoration Church
- St. Mary Development, Lyons Place
- Sinclair College, administrators, faculty, and staff & Sinclair College, students
- United Rehabilitation Service (URS)
- University of Dayton, faculty, and staff



Tracked home zip codes

Beavercreek

Carlisle

Centerville

Clayton

Dayton

Englewood

Germantown

Huber Heights

Kettering

Miamisburg

Oakwood

Springboro

Trotwood

Union

Sugarcreek Township (Greene)

Wilberforce (Greene)

WPAFB (Greene)

Alcony, OH (Miami County, Troy area)

Holiday Valley, OH (Enon)

Lees Creek, OH (Wayne Township, Clinton County)

Loveland, OH (Hamilton, OH)

Middletown, OH

Richmond, IN



Comments and observations

Approximately 1/3

related equity to a degree of ownership in a home or other assets after subtracting all debt associated with the asset

Throughout the sessions

attendees found it challenging to provide imagery that symbolizes equity; shared examples of places

AARP livability index for livable communities

1. Health
2. Opportunity and Neighborhood (tied)
3. Housing
4. Environment
5. Transportation
6. Engagement

EDUCATION

Other comments and observations

LGBTQ community

Safety as a high priority

Higher quality of life for older citizens

1. Health
2. Housing
3. Transportation

Essential elements required for equity in education

- Teachers and administrators' professional development, specifically in equity
- Funding for quality programming and directed to schools/students based on need

Essential elements required for equity in education

- A comprehensive community, diverse representation, metrics, follow-up, and periodic updates
- Periodic communications on students/schools' progress and/or needs

Equity in the workplace

It's important for Dayton and Montgomery County organizations and institutions to set goals to have leadership and staffing that mirrors the demographics of the community

- Relatable
- Advocate
- Culture
- Practices: Hiring, Advancement, Retention
- Common language and understanding



Reactions,
comments,
and questions



Thank You!



Equity Listening Sessions Montgomery County Residents

Community Report, December 23, 2019

Prepared by Mary E. Tyler

Purpose: Gather input from Montgomery County residents to help guide the development of a shared community “equity” vision. Create a forum for residents of diverse backgrounds to share their ideas and thoughts during a series of listening sessions between **October and December 2019**.

Format: Facilitated **sixteen (16)** sessions (60 or 90 minutes) in an open forum. Five facilitators conducted the sessions. The scheduled timeframes included morning, lunch, and evening sessions. A recording app and scribe were available to capture comments shared during the sessions. The sessions included name tents to help identify individuals and assist facilitators in addressing attendees by name.

Other information: Listening sessions included light refreshments for participants. Individuals received monetary incentives, a **\$25 gift card**. Later in the process, attendees received a text gift card link to create a more efficient system for tracking the distribution of gift cards. All participants were required to sign the attendance sheet and include contact information – name and telephone, and home zip code. One of the host sites opted to decline the gift cards as an incentive since attendees participated during work and class time. A total of **159** individuals participated in the sessions.

Deliverables: Develop project process and manage logistics. Periodic updates (via e-mail and in-person) on progress, concerns, and adjustments as needed with project lead Tom Lasley. A written report that outlines the process, actors, comments (as shared), themes, and observations provided. A final in-person presentation was made to the Learn 2 Earn Board of Directors.

Host Sites/participants:

Community members at large; two sessions at Barry Staff, Inc.	Dayton SCORE	Fairview Elementary School
Greater Dayton LGBT Center	Harmony Creek Church, Kettering	Holy Temple Church of God Sanctified, Trotwood
Leadership Dayton Alumni; two sessions	Public Health, LGBTQ Community Coalition	Restoration Church
St. Mary Development, Lyons Place	Sinclair College, administrators, faculty, and staff	Sinclair College, students
United Rehabilitation Service (URS)	University of Dayton, faculty, and staff	

Participants/Host Sites (Cancelled and/or request reschedule after New Year):

Caregivers of children with special needs, Huber Heights	Downtown Dayton churches	Jewish Federation of Greater Dayton
Trotwood Chamber of Commerce	Vandalia Chamber of Commerce	Wesley Center

Attendees' home zip codes (Postal Zip Codes):

Beavercreek	Carlisle	Centerville	Clayton	Dayton	Englewood	Germantown
45434	45005 45342	45429 45440 45458 45459	45315	45402 45403 45404 45405 45406 45408 45410 45412 45414 45416 45417 45422 45469	45322	45327
Huber Heights	Kettering	Miamisburg	Oakwood	Springboro	Trotwood	Union
45371 45424	45420 45439	45449	45409 45419	45066	45426	45377
Sugarcreek Township (Greene)	Wilberforce (Greene)	WPAFB (Greene)				
45385	45384	45324 45431 (2) 45433				
	Alcony, OH (Miami County, Troy area)	Holiday Valley, OH (Enon)	Lees Creek, OH (Wayne Township, Clinton County)	Loveland, OH (Hamilton, OH)	Middletown, OH	Richmond, IN
	45373	45323	45177	45140	45042	47374

Comments and observations: At least a third or more of the participants related equity to a degree of ownership in a home or other assets after subtracting all debt associated with the asset. These responses indicate a need to increase awareness of what equity means in the content of the county leadership's desire to create a community-wide equity culture. Additionally, the comments convey a need to develop a common language residents may use. While the project's scope focused on connecting with residents across Montgomery County, based on the diverse participants, there is an opportunity to ensure the next phase of the project includes diverse representation beyond geography, race, and gender.

Throughout the sessions, attendees found it challenging to provide imagery that symbolizes equity. However, a few did reference the well-known photo of young people standing behind a fence watching a game. The image is designed to distinguish between equality and equity. Other imagery included a bottle or cup of water that depicts an overflow of resources and, to the extreme, an empty cup that signifies no resources. Another striking image includes an open door to convey access to opportunities and resources. Individuals with marketing expertise might help develop imagery and a tagline. Another option might involve inviting the community to submit ideas for a slogan and images.

The various groups provided several examples of communities and initiatives that advance equity due to learning about the area or what they have lived/experienced. Notably, Yellow Springs, Sinclair College, Gem Market, and DECA (Dayton Early College) were shared during more than two different sessions. Other examples covered areas outside Montgomery County.

The list of community needs used in the sessions was obtained from the AARP livability index for all ages. AARP defines a livable community as safe and secure, has affordable and appropriate housing and transportation options, and offers supportive community features and services. The livability categories include:

Housing Transportation Environment Health Engagement Opportunity Neighborhood

As indicated in question #4, attendees were asked to identify their top two needs or areas important to them and their families, however, they defined families. The results in ranking order are as follows:

1. Health
2. Opportunity and Neighborhood (tied)
3. Housing
4. Environment
5. Transportation
6. Engagement

A follow-up question was added. Individuals were asked to identify the area(s) that did not appear on the list but would have been among their top two. Overwhelming during each session, **education** was mentioned by participants. The next two areas were safety and food. It is worth noting that safety was expressed as a high priority during both sessions with members of the LGBTQ community.

During the sessions where the question was asked to describe the most crucial element(s) needed for a high quality of life for older citizens, these top three areas surfaced:

1. Health
2. Housing
3. Transportation

Most of the responses related to defining equity were consistent with attendees' context of equity as an asset. Others noted that equity correlates with providing resources to meet the needs of the individual. When asked to identify essential elements required for equity in education, there was a vast number of responses. The four most mentioned areas included:

- Teachers and administrators' professional development, specifically in equity
- Funding for quality programming and directed to schools/students based on need
- Development of a comprehensive community plan that includes diverse representation, metrics for a few key areas, appropriate follow-up, and periodic updates
- Periodic communications on students/schools' progress and/or needs

An overwhelming number of participants agreed that it is important for Dayton and Montgomery County organizations and institutions to set goals to have leadership and staffing that mirrors the demographics of the community. Their number one response related to having individuals who can relate to the various issues and challenges facing the community. Secondly, they felt that having leadership that reflects the community builds trust and provides some comfort that individuals will advocate for their needs.

Participants cited several ways equitable practices and policies show up in the workplace. However, two areas resonated throughout the sessions. They included a culture that reflects diverse representation (leadership, projects, departments, units, etc.) throughout the organization. This culture surfaces when policies (i.e., discrimination, harassment) and practices (i.e., recruitment, hiring, promotion, communications, and retention) efforts exist and are enforced.

The advantages of equity in the workplace shared centered on three areas:

- **Company or organization:** profitability, innovation; innovative ideas, different perspectives, productivity
- **Employees:** being valued, sense of belonging, skill development, job satisfaction, mental and physical well being
- **Customers or clients:** retention due to relatable employees and inclusive environment experience

While participants identified a host of advantages, they shared an extensive list of disadvantages of equity in the workplace. They acknowledged that this work is hard and requires a commitment of time and investment of resources. Terms such as messy and tough were cited throughout several of the sessions. Individuals noted that those in power or in positions of privilege may feel threatened. Nevertheless, there was a consistent expression of a need for change.

Attendees felt strongly that there should be a common language in which residents would understand. There were numerous ideas and suggestions that ranges from community-wide festivals, use of social media, hosting neighborhood talks, establishing a county media campaign that involves college students and churches. Individuals agreed that the equity conversation needs to begin and expressed a desire to be part of the dialogue and work.

The comments in this report reflect the beliefs and perspectives of the participants based on their experiences and the lens through which they view the community. It is advisable that the readers of this information seek to understand, respect the attendees' willingness to be candid (and in some cases, vulnerable), and open to using the data in a meaningful way. Tackling inequity is crucial to the well-being of every citizen in Montgomery County. Developing a shared equity vision is the first step in creating solutions that foster equal opportunity for all, which is the foundation of a vibrant community.

Questions and attendees' responses:

1. When I say the word, "equity" what images come to mind?

<p>Photo of Robert Woods Johnson (American industrialist; one of three brothers who founded Johnson & Johnson)</p>	<p>Money (pay) Pay equity</p>	<p>Accessibility (ramp/elevators in schools)</p>	<p>Image of youth behind fence watching game (6) Remover barrier or fence</p>
<p>Houses Building up equity by buying and selling homes Housing, credit, leveraging, house, \$, shining, access Loans Home equity Bank, loan, credit Housing, \$, paying Annuity Understanding money Money, property, what you own, what you have Assets Property, any kind of money you have in the bank</p>	<p>Kids of diverse groups holding hands in circle all equal Group of individuals holding hands</p>		<p>Back of white student facing/surrounded by family, academic opportunities, support, mentor, resources; back of Black student looking at university</p>

<p>Equity has to do with finance and equality has to do with people</p> <p>I was literally thinking “house, food, job, dollar signs.”</p> <p>In general, it is your assets minus your liabilities; what you’ve got left</p>			
<p>Broad spectrum of opportunities; tip the wheel similar in casino</p>	<p>Fairness is not reality</p>	<p>Standing and looking at structural images; some are hidden</p>	<p>Village at the center surrounded with \$, parents, teachers, coaches, and other resources</p>
<p>Full citizenship: individuals stand on balance of scale</p>	<p>Bottles or cups of water; some overflow, others with some water, others without water</p>	<p>People with bicycles; adults, children, persons with disabilities</p>	<p>Children living in poverty</p>
<p>Fairness in the courtroom; split between balance scale</p>	<p>Healthy food</p>	<p>Open door with access to opportunity and resources</p>	<p>Property taxes: One of the things that impacted me as an immigrant is how certain circumstances – education for example – depends on your property taxes</p>
<p>A diverse group of people</p>		<p>Level playing field – what do you envision; The same things are available to seniors that are available to younger people</p>	<p>It is not a one size fits all kind of things; used example of bikes and scooters around town – that is great for someone who is able bodied, but a challenge for someone with only</p>

			one limb or has limited mobility
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2. In your opinion, what is equity?

<p>Provide appropriate assistance to individuals based on what's needed (6)</p> <p>Providing everyone with resources to reach their potential</p> <p>We have achieved a state of equity when everyone has the supports that they need. A fair and equitable distribution; when they don't, assist them to get what they need to make it possible to do what they need to do</p> <p>Providing resources and access to people who don't have</p>	<p>Seeking social justice for well-being of everyone</p> <p>Everybody needs to have access to those services – services are great, but they need to have access to them; there are a lot of great programs in this city, but there are a lot of barriers to people in getting to them</p> <p>Access must be access that works for you. It is fine to say that we have bus passes, but the bus passes aren't even in places where people are usually going. They don't have access to come to us to get them.</p>	<p>Being able to put everyone on same footing as it applies to access</p>	<p>Equalness between two things</p> <p>Equal distribution of resources</p> <p>Access to quality education, good paying jobs and quality and housing</p> <p>It is being able to access resources in ways that make it easy for you to do it and are relevant for you to do it; if it is something like the use of a public space, or safety in a public space, I do not feel like there is equity in that regard in Dayton</p> <p>RiverScape for example, as a gay man, becomes a</p>	<p>Everyone having an opportunity to succeed and finish</p> <p>Should be seen as an opportunity to fail; not seen as a deterrent</p>
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immediate access to resources beyond their control with empathy and compassion			problem for a person like me. Someone will create a problem in that space just for me holding my husbands' hand. What kind of safe spaces can LGBT people use without fear for safety? That is an equity issue	
Starts with education-all kids start at same level	Accounting for institutional/systemic barriers that exist	History, policy, countries, how decisions we make impact other countries	Providing immigrants with more opportunity	The library – does not have gender neutral bathrooms – this is not equity
Valuing, housing, \$, jewelry Housing, credit access Equity in housing	Mixture of communication and dialogue being understood	Treating everyone fair; includes race, gender		It's a mystery; it's complicated to define
Fairness in income	Compensate for inequality	Fair and impartial treatment	Ideal; realistic not achieved	Current system is less equipped to address inequities
Participants starting at the same place; recognizing everyone's needs are different	Want same opportunities as Oakwood			Racism will always be a factor

3. Describe a county or community that advances equity.

<p>Make things accessible; identify barriers; listening to their community and hearing the voices of the people in their county</p>	<p>Technologically advanced schools: the way things are today, a lot of things are instantaneous, a lot of teaching can be done without tangible things. In other districts they have the technology that makes it easier to teach the kids.</p> <p>Safe housing</p> <p>Access to credit</p> <p>Employment opportunities</p> <p>Urgent cares and health centers in the community</p> <p>Security, policing and fire</p> <p>Access to insurance</p>		
<p>Gem Market (2); recognizing food insecurity, ninth worst in nation for food deserts</p> <p>West Dayton, Gem Market Co-op, everyone has same opportunity to have voice heard</p>	<p>Sinclair College; programs, initiatives (inclusive community); diversity and equity focus on African American males</p>	<p>Broadway: actors are minority of some sort and actors include each other</p>	<p>Dayton Mayor signed Transgender Day of Remembrance; the city has pushed LGBT equality under Nan Whaley. They rank high. Whaley added domestic partnerships early. (2)</p> <p>City of Dayton, HR; promotes and advances staff</p>

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Like a Miami Valley School in the middle of poor neighborhood; all have access to quality learning and programs	DECA program (2); their messaging for kids is positive, nurturing	Housing models that are intentionally open to all; gives access to food, housing, education	Community that's inclusive and provides access to resources based on need; gifted school system that is open to all children Community that acknowledges that things are great
Beavercreek high school and middle school	Local mom and pop shops; money stays in community; supports local efforts, i.e., game sponsors	London; little or no racism	Don't know if I have enough experience to comment That is hard to think of any places that actually work towards this, but could describe several that do not
Educational access: higher education in Springfield made available to those who want to pursue it	Turkish community; invites everyone to the table	Oakwood; continuing to build; focus on needs of residents <i>Different perspective:</i> Not Oakwood-for a chosen few	Miami Township: housing is up
Franklin County, Columbus; treats everyone fairly, e.g., Pride Parade	San Francisco: used unused spaces (shopping centers) to create homes	Springboro and Centerville	Clayton
Toronto Canada; mandated, developed a common language	Chicago: creates a safe space for dialogue, focus on active listening, mindfulness	Beavercreek: criminal activity is low	Cherry Hill, NJ; very clean and takes care of citizens
Charlotte, NC; well-kept and seeks ways to help underserved	Jacksonville, FL	Yellow Springs (3); have become dementia friendly neighborhood, declared Black history 365 days a	WPAFB Community

		<p>year, people respond to social issues, they trained retail people, first responders, etc.</p> <p>They do things to make sure they are open to all people</p>	
Owens’s place – an accessible park in Beavercreek	Wright State is an equity center – noted the tunnel system for students	St. Mary’s Development builds low-income housing opportunities for seniors; trying to advance their ability to remain independent	

4. Identify your top two neighborhood needs that are important to you and your family.
- Housing: *affordability and access*
 - Transportation: *safe and convenient options*
 - Environment: *clean air and water*
 - Health; prevention: *access and quality*
 - Engagement: civic and social involvement
 - Opportunity: inclusion and possibilities
 - Neighborhood: access to life, work, and play

Housing	Transportation	Environment	Health	Engagement	Opportunity	Neighborhood
#3	#5	#4	#1	#6	#2	#2

St. Mary’s Lyons Place residents top 3: housing, health access, and transportation are biggest needs

One of your top two, if it appeared on the list.

Volunteer Services	Children services systems/resources	Safety (6) Security	Education (45+ mentioned)
Commerce	Community: Fairfield vs. Salem Mall-area continues to lose businesses; the only available grocery store is Kroger which	Mental health	Youth; investing early Recreation for youth

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	smells as you enter the door and police follow you; unable to buy fresh fruits and vegetables to make smoothies		
Food deserts (4); inability to shop, walk a great distance	Tolerance as we are more multinational Inclusion Belonging	Fair treatment of law	Accessibility

Additional comments:

We have abandoned houses in Greenwich Village, Westwood	Miami Township and West Carrollton areas are well lit; Trotwood area has been dark for 3 years	We have a leadership gap; lack of vision	Concerned about safety; shooting in the neighborhoods, as you travel or drive, you see drug activity but not in other communities
So many families need housing programs; utilize funding for shelters vs empty houses	There is a racial divide; leaders are not investing in certain communities; costs to maintain the property	The city is not clean compared to other cities; <i>it's not where you live, but how we live</i>	
Housing in surrounding areas, for example Englewood and Beavercreek is so much different; they are cleaner; the houses are bigger The difference in the housing issue may be that they clean their neighborhood, the city wants it to look good. West side of Dayton does not care what			

<p>the neighborhood looks like</p> <p>On west side, they don't salt most streets, in nicer neighborhoods they salt; history has reflected what happened today, some did not take care of property in Dayton but today that is reflected; people want a nice place to live in Dayton</p>			
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5. Describe the most crucial element(s) needed for a high quality of life for older citizens. (This question was not asked during all sessions):

<p>Access to everything; inclusiveness, e.g., parks</p> <p>Don't separate cultures (2)</p>	<p>Health, comfort, food, therapy</p>	<p>Support for isolation, loneliness (2)</p>	<p>Socialization opportunities: help maintain dignity</p> <p>There is nothing good about becoming isolated. <i>My aunt went from being isolated alone, to living in a community with older people and became much happier once surrounded by additional people.</i></p> <p><i>I live in an apartment building with</i></p>	<p>Don't put in box; recognize and value lived experiences; although lower income still part of neighborhood (2)</p>
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			<i>140 units, but it is very hard to have friendships in those areas. I have lived there 6 years and I have no idea how to make friends in that capacity.</i>	
Resources and support so that they can age and remain in the communities as long as possible. Area Agency on Aging helps with subsidizing programs and equipment.	<u>Specific resources:</u> Hospice, Area Agency on Aging, YMCA Silver Sneakers, Prime time at Kroc Center	Accessible and timely transportation	Access to medical/health card in their community	Lyons Place: Housing: Seniors need affordable housing; we are on low incomes; health-affordability and access; more security; transportation; social events - more talk of a gazebo
Considerable comments regarding health care needs and accessibility; several comments related to Good Samaritan Hospital closing; details available upon request				

6. What is the importance of a goal for Dayton and Montgomery County organizations and institutions (including yours) to have leadership and staffing that mirrors the demographics of the community?

<p>Able to better understand what the community is going through</p> <p>Understand specific issues of community; relatable and knowledgeable</p>	<p>Ensures fairer treatment</p> <p>Leaders should be more equitable in their practices and treatment</p>	<p>Diverse leaders drive decisions that impact diverse citizens</p>	<p>City Commissioners/leaders should be foot soldiers; not living in silos; seeing what's going on; make sure people have the experience to do the work</p>	<p>It's difficult to understand how straight males make decisions for women</p>
<p>Critically important; individuals can't see themselves or feel that individuals can relate to their circumstance</p> <p>Comfort that someone is there like you</p> <p>Young people need to review leaders as role models who speak out when there is an opportunity share their voice</p> <p>Need different faces, different perspectives</p> <p>Individuals have someone to talk</p>	<p>Individuals are less likely to pursue a job if they don't see others who look like them or feel they belong</p> <p>Role models (see a threshold or how high you can go)</p> <p>Individuals should be able to see themselves reflected in leadership roles</p> <p>We are reflective of fabric of our community; pay to play, exclusive</p>	<p>Representation</p> <p>Very important; look at next generation; able to understand their responsibilities</p>	<p>Important; those that look like leaders get served, even if you have Black leadership</p>	<p>That's what is missing</p> <p>Some are symbolic; need sincere engagement that result in change and results</p>

<p>to that looks like them</p> <p>Very important. They don't represent the community and they don't know what the community needs</p>				
<p>There is a lack of leadership voices from women and LGBTQ community</p>	<p>Leader should acknowledge lack of sensitivity and knowledge of other cultures; they should be provided with diversity and inclusion training</p>	<p>Leadership should be reflected in treatment centers; mental health beyond drug addiction</p>	<p>Certainly, that is a goal in terms of police departments who try and reflect the communities in which they exist</p>	<p>Our board and our employment situation should mirror the communities in which we exist. This is incredibly difficult when it comes to finding those who are qualified. – URS</p>
<p>It is critical; a lot of people talk about being diverse and bringing people to the table – but they don't Even when I see people of color at the table – those people have come from privilege of some sort Needs more voices to the table; there is</p>				<p>We employ many people with disabilities and all staff must be supportive of that mission – URS</p>

<p>an access and equity thing that comes into who's voice is heard</p> <p>We have no trans woman of color – they won't come to the table because they don't trust. They think they have nothing in common with the people at the table.</p>				
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7. Describe the most important element(s) needed to ensure equity in education.

<p>Professional development for educators</p> <p>Educators are trained on diversity, inclusion, and equity</p> <p>Educators are held accountable for behavior that conveys their understanding of equity in education</p> <p>More education for staff and admin as related to LGBT students in general; consistent anti bullying policies across all counties that protects LGBTQ</p>	<p>Unbiased educators and administrators</p> <p>Redesign teacher education, i.e., understanding impact of poverty</p> <p>Every teacher and administrator should be required to undertake implicit bias training</p>	<p>Set equity in education goals, evaluate, and correct as needed</p> <p>Development of an action plan that includes follow-up</p> <p>Conducting a comprehensive review of what factors impact student learning and development</p>	<p>Focus on needs of student; our educational system is similar to the "medical doctor syndrome;" instead of finding an issue with the patient or in this case, the student, we should focus on how to remove any circumstances that will impede a child's learning and development</p> <p>Incorporate diversity and inclusion practices at every level, i.e., recruitment, training, advancement, communications</p>
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<p>students, gender identities or students of marginalized groups</p> <p>Certified and qualified teachers</p> <p>Quality teachers with little turnover</p>			
<p>Provide culturally relevant curriculum</p>	<p>Computers</p> <p><i>I have a school aged child; all of the homework is done online. If you don't have access to technology at home, that student begins to fall further behind</i></p> <p>Public schools were giving away technology to students at some point and that is not seen anymore</p> <p>Being able to compete with other countries who start their kids off very early with technology. Being able to provide the same opportunities to students here.</p> <p>School books</p>	<p>Upgrade/tear down rebuild some schools in DPS vs better quality of other schools</p>	<p>Quality afterschool programs (2)</p> <p>After school programs – reading – different kinds of academic activities to help bring the students up</p>
<p>State give money to the schools</p> <p>Funding</p>	<p>Free reduced meals for kids</p>	<p>Government use money in right area; still not putting money in the schools</p>	<p>Replace standardized testing; not conducive to learning (2)</p>

<p>A child has asked “why has all the stuff near us in Beavercreek fixed while all of the stuff in Dayton is torn up.”</p>		<p>Distribution of funds and resources by demographics</p> <p>Fair share by quantity or number served not property tax</p> <p>Sufficient funding – we have ruled out what we do now as unconstitutional because we play zip code bingo to determine if you will be successful.</p> <p>Funding – There has been legislation proposed to require public schools to divert a certain percent of their money for vouchers for parents who want to send their students to private schools. It is sucking public dollars from public schools and funding it to private education, which jeopardizes public education. It is the thing that creates a common culture and a common shared understanding</p>	<p>Set high expectations for every child (2)</p> <p>Accountability for students; GPA lowered (1.8) to play sports in DPS</p>
<p>Adding fundamental life classes into schools, e.g., financial literacy,</p>	<p>Support given because all things are not equal</p>	<p>Funding for quality education</p> <p>Certain neighborhoods are</p>	<p>I think the school curriculum has a lot to do with it.</p>

<p>culinary, child development</p>		<p>predictive of if that school will produce people who are productive later in life.</p>	<p>Our catholic school kids are much more advanced; our children are too far behind</p> <p>We do not have enough parents who will come together, we just settle for how it is. We need the parents to step up and say something together. Otherwise, we will just continue complaining and do nothing</p> <p>Learning is beyond the school day; parents have to want more and do more with their children or nothing will change</p> <p>If you have not been exposed to something, you will never find out</p>
<p>Understanding that every child can be educated and taught</p>	<p>Having transparent conversations- dealing with truth and decisions made about the education system</p>	<p>Encouragement of students; provide a circle of people around them</p>	<p>Understand that not every child is college material; help them explore other fields or trades</p>
<p>Resources to respond to IEP needs, well-paid teachers, physical activities, field trips</p> <p>IEP programs (2)</p>	<p>ACEs interventions; mental health counselors</p>	<p>Understand influence of parent; parents didn't graduate, child thinks she or he won't graduate</p>	<p>Certain material items are available to help students inside school, but once the student leaves school, they do not have anything; noted</p>

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<p>Teachers with equitable pay (2)</p> <p>Teachers with compassion</p>			<p>a listening device that had to be left at school</p>
<p>Have the right people on the school board</p>	<p>More teachers. Classroom size is far too large. <i>Grandchild has twenty students in a preschool class. That is far too many.</i></p>		<p>Parent intervention; grandmothers raising children</p> <p>Parent become defensive when issues are raised about child</p> <p>Discipline is not addressed in home; how can we address it as a community?</p> <p>As the child gets older, provide continuing education and fight for the needs of our kids. Some parents don't know what to do and how to get help. The challenge is greater.</p>
<p>Discipline in the schools; supported by others</p> <p>Crime is not the result of poverty, it is the result of a lack of discipline; if you ever see a Montessori school, that's discipline; discipline must be coupled with expectation</p>			

If a family is “broken” they need community and mentorship to be successful			
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8. Describe how equity practices and polices show-up in the workplace?

Livable wages are paid	Includes all stakeholders, including front line staff	Culture reflects an environment where all voices/input is encouraged, listened to, and acknowledged	
Depends on the workplace; some cater to one demographic; should be respect for everyone	Understanding who comes into the occupation	Enforcement of policies; companies have policies but don't enforce them	Can see how people are taught to interact with each other
Removal of societal biases in every profession	Recognition that entitlement exists	Treatment varies by occupation	Successful mentorship opportunities in place
Harm in equality, fairness, and objectivity	How we assign tenure is an “objective measure,” but it is definitely not. It privileges certain groups.	Hierarchies are important, but they can also become a burden.	Training: everyone doesn't learn the same way
Safe spaces in the classroom	Accountability (often doesn't match the impact of the act)	New hires in the workplace; opportunities for all	Data mining
Through recruitment, promotion, and termination (2)	Love the hell out of people	Review of job assignments	HR policies regarding equity are in place and enforced
Research companies to see if person advocates to influence policies and practices	Assess how marginalized people are being treated	Whenever they have appropriate ramps, which are appropriate; some do	

		not install appropriate ramps Access for people with disabilities	
Self-check		We no longer have facilities for people with disabilities to work	
Discrimination policies enforced Advancement opportunities Hiring practices; intentional recruitment is a form of equity. If you say that you care about equity of LGBTQ people, you recruit in places that may have LGBT people Some job descriptions have options for requirements Making reasonable accommodations for people		We used to do trainings here (URS) to train girl scouts how to be more inclusive of people with disabilities.	

9. What are the advantages of equity in the workplace, if any?

Broad perspectives (4) Lots of different perspectives; stirs the pot	Less barriers to any profession, increased or larger workforce	Companies are more profitable due to more ideas; bring diversity of ideas Customer retention: company is fiscally	Being sure everyone know how we all suffer
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<p>Causes everyone to look at situations differently</p> <p>Collective geniuses</p>		<p>sound; customers or clients what to see and experience an inclusive environment in which they do business</p> <p>Financial; increase skills/talent</p> <p>Higher productivity (2)</p> <p>Employee retention</p> <p>Helps employees be successful</p> <p>It improves the business and the environment – everyone is flourishing</p> <p>Enhances innovation</p>	
<p>All in this together</p> <p>Everyone benefits and all pay the price for oppression</p>	<p>Job satisfaction: everyone feels included</p> <p>Retention of staff</p>	<p>Less hostility because everyone is exposed to different backgrounds</p>	<p>Improves mental health and wellbeing when individuals feel valued</p> <p>Builds morale</p> <p>Mental/physical health (research shows stress/oppression at work makes it harder on people of color)</p>
<p>Parking (different spaces away from others and the distances)</p>	<p>Policies match need <u>not</u> hierarchy</p>	<p>Where people sit; union and management are able to hear from both sides, voices are</p>	<p>Focus on where people are, e.g., instead of changing the box, remove the fence</p>

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		heard, respected, and responded	
CEO can roll up sleeves; demonstrates he or she is more than a title		Helps the disadvantage feel good about themselves	

10. What are the disadvantages of equity in the workplace, if any?

Lots of different ideas; unable to agree because everyone has their own mind Not going to make everyone happy	Cause friction Over correction, potentially catering or focus one group Hostile environment Level of distrust; privilege feel threatened	Previous group is pissed off Messy conversations Tough conversations	When company tries to correct pay scale may lead to layoffs, department closures, less staff
Some issues can be addressed with respect	Perception that group has more influence than others	Perception that your rights are being taken away	Individuals resort to scare tactics; hysteria and tears
Expensive to initiate, e.g., small class size, interventions		Difficult to justify the equity to someone else	Consequences
Depends on who is serving	Tavis Smiley, "Modern Day Civil Rights" Movement; can't be just me	Get me here; don't help to get me promoted or with advancement	Low morale as it relates to equitable wages; builds resentment and trust is lost
It's more than a buzz word	Provide the look of equity but don't embrace the principles and practices	Job posting include equivalent life experiences	Low productivity: employee comes for check
It takes work. It can challenge views you have; it can challenge your biases. It can be hard to challenge	It's inconvenient for some people	"If you are used to privilege, equality feels like oppression"	Boys and Girls Club; 24 years of serving the community; building in disrepair/closed, yet

<p>your own point of view. The process may not be easy while the benefit is large.</p> <p>It is an investment of resources; time is money. Literally.</p> <p>There is a cost associated with doing these trainings.</p>			<p>nothing appeared on the news</p>
<p>...Lead a horse to water...</p>	<p>If the employee does not want to put in the work, that is another issue. What do you do when you are willing to put in the resources and help them, but they refuse the help? For some people, some certain items are just not their path.</p>	<p>Employee doesn't want to do it</p>	

11. How would you promote equity in our community?

<p>Organize events (5) not just for one part but for multiple neighborhoods because they establish boundaries</p> <p>Community-wide festivals, block parties</p> <p>Food and drinks</p>	<p>Focus on building trust and relationships (2)</p> <p>Try to promote good causes as it brings people of diverse backgrounds together, e.g., community gardens, Habitat</p>	<p>Stereotypes are hard to break</p> <p>Address misconceptions</p> <p>Changing mindsets; starts with leaders</p>	<p>County-wide advocacy campaign for equity in education; anti-racism, oppression, entitlement, segregation efforts</p> <p>Being an advocate-tell people the benefits of belonging</p>
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Find the right people to host events			
<p>We have to live it; serve as example</p> <p>Live it; carry it out</p>	<p>Develop a common language so we are speaking the same language</p> <p>Understand equality vs equity</p>	<p>Tell story of benefits; personalize it</p> <p>Discuss in barber shops</p>	<p>Educate Educate Educate</p> <p>Community-wide dialogue about equity</p> <p>Create awareness, e.g., explain wealth gap, health inequities and provide info</p> <p>College students help; “Walk in my shoes” campaign</p> <p>Work with college students to organize efforts</p> <p>Involve DPS in media campaign efforts; intentional celebrations; learn new words in Spanish</p>
<p>Pick 1 or 2 areas to substantially move the needle on equity; this is a start</p> <p>Develop hard targets within two areas for engagement and opportunity</p>	<p>Engagement (humanizing each other) possibly through churches; two sides of equity</p>		<p>Encourage citizens to go to their public meetings and tell what they need</p> <p>Elevate voices; conduct listening sessions; we can encourage family, neighbors, and friends</p>
<p>Educate self-first; capitalize on efforts already being done here and elsewhere</p>	<p>Understand this process takes extra resources; just driving downtown, you see the increase</p>		<p>Hold the school board accountable and publicly track results; identify root causes</p>

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	resources being provided		
Promote on social media	Advertise as city talks about building downtown, but nothing in Trotwood; Third St bridge will close for 2 years; spread	Talk about it and help people see investment	Hold neighborhood businesses accountable and let the community know it won't be tolerated, selling bad meat at Estridge Market
Write a plan; get input from all of those in the community. The issue is much larger than those sitting around this table.	Coordination of services		
Everyone says don't throw money at a problem, but once we identify shortcomings, we can determine where to put money.			

Additional comments (URS):

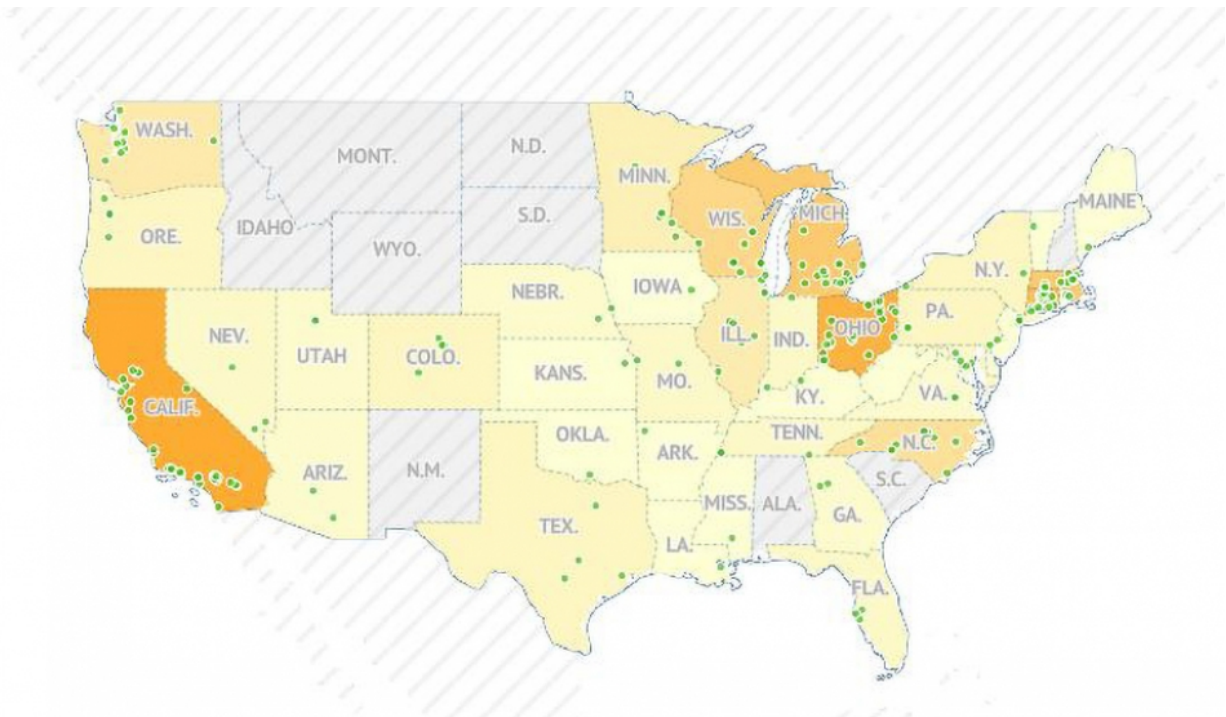
Transport is greatly lacking, most are often late	Some note that some transportation is not available	A student who developed disabilities late in life has no access to resources due to getting disability late in life in getting no Medicare benefits.	One notes she waited 2 hours for pick up from a doctor's appointment – now she will no longer use this service.
Project mobility is notoriously late	Concerns are regularly communicated. They do not have a lot of control over timing. They may have traffic. It may take someone longer to get a person out of a house. It may take someone 10-	We are now doing Uber, but the problem is there is not a lot of accessible Uber vehicles. How practical is Uber if you have to take a \$20 Uber ride each direction?	

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	<p>15 minutes just to get into a vehicle. They get behind schedule.</p>	<p>We got someone a job and she would have to pay \$350 a week just to get transportation to and from her job every week.</p>	
<p>Free public transportation: so many things are taking place, but they literally cannot make it there; some cannot even make it to job interviews</p> <p><i>The Flyer</i> is great, but it goes from Oakwood, why is there not transport from West</p>			

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Numerous Ohio cities declare racism a public health crisis, but does it mean anything?



This map, compiled by the American Public Health Association, shows which states have had the most cities and counties declare racism a public health crisis. Ohio has the second most, behind California. The majority of Ohio localities that declared racism a public health crisis are in the three biggest metropolitan areas: Cleveland, Columbus and Cincinnati, where more Black people reside than in predominantly white rural or suburban areas. [APHA]

AUTHOR

Anna Huntsman

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Ideastream Public Media's health team is connecting the dots on how racism contributes to poor health outcomes in the Cleveland area.

Politicians in nearly 30 communities across Ohio and in Cuyahoga County are taking a stand against a public health threat that many believe put Black and brown residents at risk for serious health problems: Racism.

“Our health...is determined in part by the social and economic opportunities and the lack of resources in our communities, in our homes, in our neighborhoods,” said Natoya Walker Minor, Cleveland’s Chief of Public Affairs, while addressing Cleveland City Council’s Health and Human Services Committee on June 1, 2020. “Disparity reigns.”

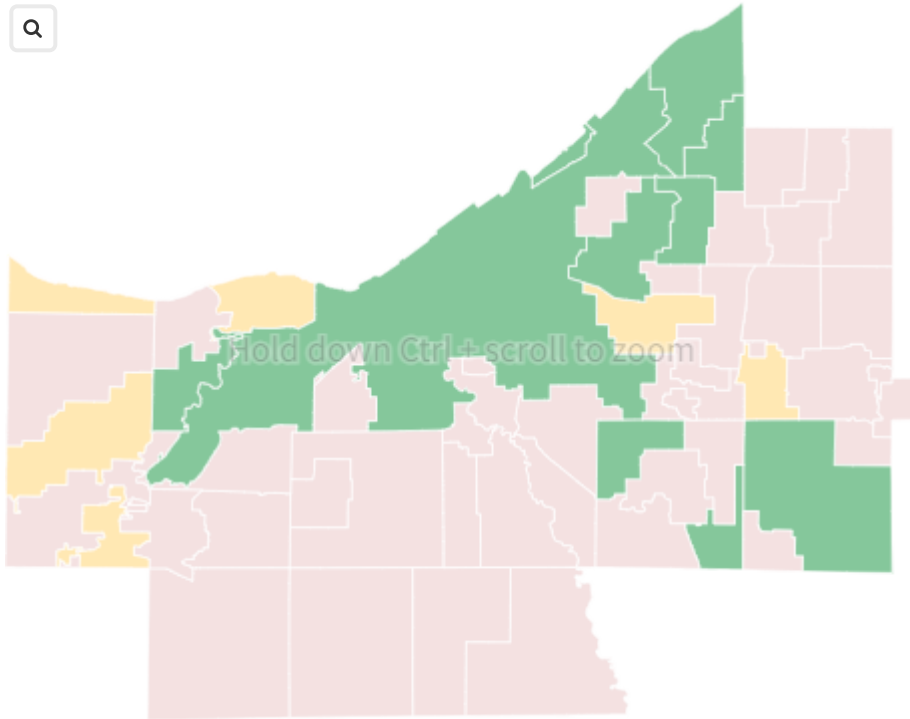
As of Feb. 2022, at least 27 cities and counties in Ohio - including Cleveland and Cuyahoga County - have declared racism a public health crisis. Ohio boasts the second-highest number of municipalities that have passed declarations, according to the American Public Health Association (APHA).

Of the 60 municipalities in Cuyahoga County, 10 towns and cities, which together include roughly 45% of the county’s population, have declared racism a public health crisis since 2020, according to an analysis by The Land.

Municipalities in Cuyahoga County that recently

passed legislation related to racism

Passed resolution declaring racism a public health crisis
Passed resolution condemning racism No resolution passed



GeoJSON Source: [Cuyahoga County Open Data](#)

Hover mouse over regions to show info popup.

Click on regions to hold popup in place.

Michael Indriolo created this map for The Land and Ideastream Public Media.

Have a resolution to add? Please [email Michael Indriolo](#).

THE **Land.** IN-DEPTH LOCAL REPORTING

A Flourish map

Although Ohio has a large number of cities declaring the crisis, that does not mean the state is necessarily a standout in addressing the issue, said Kierra Barnett, who holds a doctorate in public health and works as a research scientist for health disparities at Nationwide Children’s Hospital in Columbus.

“There are folks in this state that are moving toward trying to understand what’s happening among Black and minority populations and trying to fix the health disparities that’s happening, but as a collective... We haven’t got there yet, as a state,” she said.

Most resolutions were proposed in the summer of 2020 as a wave of racial justice awareness swept across the globe in the months after the murder of George Floyd, a Black man in Minneapolis. At the same time, Black Americans were also disproportionately getting sick and dying from COVID-19.

Some of the declarations formally acknowledge that racism has overtly and covertly infiltrated systems of society, such as health care, and continues to cause disparate health outcomes in the present day. Many declarations also propose action steps for the communities to take such as creating task forces to focus on racial equity.

Social determinants of health are at the root of health disparities

The declarations also recognize the primary reasons for many racial disparities are what health experts call “social determinants of health,” such as whether someone has a safe place to live, a job and access to transportation, Barnett said.

Social determinants can account for 80 percent of a person’s health, according to the Robert Wood Johnson Foundation.

While many people have been focusing on social determinants in Ohio, others, including some in positions of power, misattribute the racial disparities to individual behavior, rather than systemic causes, Barnett said.

For example, when some Ohio legislators were considering declaring racism a public health crisis in the state, State Sen. Steve Huffman (R-Tipp City) during a June 2020 hearing asked medical experts testifying whether Black Ohioans might be contracting COVID-19 at higher rates because they were not washing their hands, Barnett said.

“Equating the disparity to individual behavior and not the system that has left most of our essential workers Black and minority, which puts them at risk, while some folks ... have been able to work from home during this pandemic,” Barnett said. “We’re not thinking about that inequity.”

Huffman later apologized but was fired from his job as an emergency room physician. The resolution has not passed as of Feb. 2022.

Other systemic reasons for the racial differences in COVID-19 outcomes, Barnett added, are that minority populations are more likely to live close together in cities due to historical policies like redlining, where banks prevented non-white residents from buying homes in communities with better housing and investment, Barnett said.

Many are also more likely to rely on public transportation, which puts them at risk of contracting the virus in close quarters, she said.

“We don’t think about any of those things, and immediately when we see disparities in something like COVID, we blame individuals. ‘Well, they must not be social distancing. They must not be washing their hands. They must not be wearing their masks,’” she said. “But we’re not thinking about the systemic things that also [place] these populations at a greater risk.”

Ohio does gather data and create reports on racial disparities in health outcomes such as infant mortality, she added. Black babies are more than twice as likely to die in their first year of life than white babies in the state, according to the Health Policy Institute of Ohio.

In Cleveland, the disparity in infant mortality rates along racial lines is startling. In 2020, the Cuyahoga County infant mortality rate for Black babies was 1.46%. For white babies, meanwhile, the rate was 0.2 percent, a 30-year low.

Barnett said people might also attribute this to individual behavior, such as Black mothers not seeking out proper prenatal care compared to their white counterparts. But, Black mothers with a high socioeconomic status and college degree actually experience higher infant mortality rates than white mothers with high school education, she said.

“That should be the level playing field – that if I have an education, I should have a better income that can provide me better access to all these different resources, and the bottom line we come back to is: there is also this added stress of being Black that can cause different health disparities,” Barnett said.

It is not genetic differences, Barnett added – it is the exposure to racism in everyday life, whether, on a personal or systemic level, that accounts for the health disparities, she said.

What happens next

□ □ The majority of Ohio localities that declared racism a public health crisis are in the three biggest metropolitan areas: Cleveland, Columbus and Cincinnati, where more Black people reside than in predominantly white rural or suburban areas.

The APHA map is not completely up to date, as the organization missed several small cities in Cuyahoga County that issued declarations.

“Even before this map, before these declarations, a lot of folks in those cities have been doing the work to address health equity and health disparities,” Barnett said.

In Cleveland, for example, several nonprofits like the NAACP and YWCA had been working to declare racism a public health crisis for months before the resolution passed in June 2020, officials said.

They differ from other anti-racism declarations passed in the wake of George Floyd’s murder, like those of Bay Village City Council and North Olmsted City Council, which generally denounce discrimination without acknowledging specifically that it’s a systemic issue impacting public health.

While declaring the crisis is a good start, organizations must be held accountable for their proposed action items, Barnett added.

“We have to pay close attention to what policies have come out of these jurisdictions since the declaration was made,” she said. “Where do we see racial equity occurring in the policies that come out?”

For example, cities can form task forces to advise elected officials on where to allocate resources to promote equity, Barnett said. Officials in Milwaukee, which was the first major city to declare racism a public health crisis, made sure every budget item went through a racial equity task force first to try to prevent systemic racism from occurring in the future, Barnett said.

Cleveland City Council created a working group to advise them on how to allocate funds to causes that address disparities, such as lead abatement, but the group does not have funds on its own to make change.
