



# The Universal Declaration of Human Rights

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*Adopted and proclaimed by General Assembly resolution 217 A (III) of  
10 December 1948*

**On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."**

## ***PREAMBLE***

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

**EXHIBIT A**

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

**Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS** as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

***Article 1.***

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

***Article 2.***

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

***Article 3.***

Everyone has the right to life, liberty and security of person.

***Article 4.***

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

***Article 5.***

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6.**

Everyone has the right to recognition everywhere as a person before the law.

**Article 7.**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

**Article 8.**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

**Article 9.**

No one shall be subjected to arbitrary arrest, detention or exile.

**Article 10.**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**Article 11.**

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

**Article 12.**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

**Article 13.**

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

***Article 14.***

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

***Article 15.***

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

***Article 16.***

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

***Article 17.***

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

***Article 18.***

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in

community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

**Article 19.**

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Article 20.**

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

**Article 21.**

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

**Article 22.**

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

**Article 23.**

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

**Article 24.**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Article 25.**

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

**Article 26.**

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

**Article 27.**

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

*Article 28.*

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

*Article 29.*

- (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
- (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

*Article 30.*

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

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## Portland Public Schools Racial Educational Equity Policy

Spring 2011

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

In light of this mission and our beliefs, Portland Public Schools' historic, persistent achievement gap between White students and students of color is unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful. Closing the achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a reliable predictor of student achievement and success.<sup>1</sup>

In Portland Public Schools, for every year that we have data, White students have clearly outperformed Black, Hispanic and Native American students on state assessments in every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined far more frequently than White students. These disparities are unacceptable and are directly at odds with our belief that all students can achieve.

The responsibility for the disparities among our young people rests with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, Portland Public Schools must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

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<sup>1</sup> For the purposes of this policy, "race" is defined as "A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups." Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook*. (2007).



Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.<sup>2</sup> The concept of educational equity goes beyond formal equality -- where all students are treated the same -- to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.

In order to achieve racial equity for our students, the Board establishes the following goals:

- A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
- B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.
- C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
- D. The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.
- E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.
- F. The District shall welcome and empower families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

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<sup>2</sup> Glenn Singleton and Curtis Linton *Courageous Conversations About Race*, p. 46 (2006)

The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals. Every Portland Public Schools employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources to implement across all schools. As such, the Board directs the Superintendent to develop action plans with clear accountability and metrics, and including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the above goals. Such action plans shall identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent will present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

References: “The State of Black Oregon: (The Urban League of Portland 2009); “Communities of Color in Multnomah County: An Unsettling Report” (Coalition of Communities of Color/Portland State University 2010); The Economic Cost of the Achievement Gap (Chalkboard Project 2010); The Hispanic/White Achievement Gap in Oregon (Chalkboard Project 2009); A Deeper Look at the Black-White Achievement Gap in Multnomah County (Chalkboard Project 2009); ORS 342.433.

**OFFICE OF EQUITY AND HUMAN RIGHTS****DRAFT WORK PLAN**

1. The Office will apply the definition and vision of equity from The Portland Plan. It will direct, monitor and evaluate City equity policy and coordinate an implementation strategy for the Equity Initiative Recommendations of The Portland Plan. See Exhibit D, March 2011 Draft Portland Plan Equity Initiative, and Exhibit E, updated draft to be released for public review September 2011, for Action items.
2. The Office will forge collaborative relationships with other bureaus, while maintaining accountability for elevating equity as a standard practice of business for the City.
3. The Office will work with the Diversity Development/Affirmative Action office, Title VI Civil Rights, Title II ADA, Disability program in the Office of Neighborhood Involvement, the Office of Management and Finance and other departments as appropriate to create a comprehensive data collection and tracking system, as a first step in developing equity evaluation metrics.
4. The Office will review City policies and programs through an "equity lens" for consistency with equity goals, and monitor City equity activities. An equity lens is a new framework and tool for analysis, planning, decision-making and evaluation, incorporating criteria assessing impacts on diverse constituent communities. The equity lens tool specific to Portland will be developed and implemented by the Office in partnership with Council, bureau staff, and community members. The Office will provide guidance, education and technical assistance to other bureaus as they develop sustainable methods to build capacity in achieving equitable outcomes and service as outlined in The Portland Plan.
5. The Office will establish priorities, goals, objectives, and timelines for its work. These will include an initial focus leading with race/ethnicity, and working on issues of disability. The initial priorities for the Office will be to address disparities in employment and service delivery with regard to race, ethnicity and disability. Creation of a city-wide and/or region-wide initiative to eliminate disparities and promote social justice is needed. The Office will join with work already under way in this regard, as capacity becomes available.
6. The Office will build on and learn from previous equity work inside and outside the City. Staff will consult with other cities and governmental agencies to learn about their practices.
7. The Office will establish reasonable and attainable metrics to advance the City's equity goals, using available tools and developing new implementation mechanisms as needed. It will review and incorporate sustainable best practices

## EXHIBIT C

to implement and monitor progress towards eliminating disparities

8. The Office will develop and maintain a relationship of transparency and accountability with the community on equity and human rights matters, including presenting an Annual Report to Council.
9. The Office will work to use resources efficiently and coordinate the existing equity-related initiatives and work to avoid duplication of effort or leaving urgent needs unmet. It will coordinate with external institutions, agencies, businesses, and community equity and human rights initiatives.
10. The Office will establish an advisory system with community members and City staff, to provide recommendations, partner in the work, and uphold accountability on equity and human rights matters. The advisory system will provide multiple mechanisms and opportunities to involve the public at large in the work.
11. The Office will work with the Human Rights Commission and Portland Commission on Disability to refine and focus the Strategic Plan and Action Plan of each.
12. The Portland Commission on Disability identified the need to collect reliable data as a top priority of their workplan last year, and desires the Office of Equity and Human Rights to provide staff and resources to facilitate that assessment.
13. The following are among the steps the City is currently undertaking to advance equity:
  - a. The Office of Management and Finance is conducting an equity inventory to be completed by all bureaus to develop a baseline of data about the City of Portland's policies, programs, services and measures in the area of equity. Results of the inventory will provide valuable data to help guide the work and priorities of the Office of Equity and Human Rights.
  - b. The City of Portland is working to develop accurate population data for its communities of color. The City is aware that Census 2010 data will not be sufficient to ensure a full count of our communities of color. The City is working with the Communities of Color in Multnomah County, the Coalition of Communities of Color and Portland State University to obtain more accurate data.
  - c. The City of Portland has recently completed a Disparity Study to evaluate the City's utilization of minority-owned and women-owned firms in City contracting. Pursuant to City Council Resolution No. 36868, which calls for immediate actions to improve the City's equity programs, the City's Bureau of Purchases has convened the Fair Contracting Forum for Disparity Study Implementation to develop and bring to Council specific recommendations for program improvement by February 2012.

- d. The City of Portland is working with schools, government partners, non-profits, businesses, students, parents and community members to advance equity in education. The emerging Cradle to Career framework is a powerful tool that recognizes not only the critical role of schools but also how families, the community, socioeconomic conditions and disparities in equity shape educational outcomes. This approach establishes key metrics that track student progress and holds educators, service providers and others accountable for success for all students. A key priority is eliminating disparities in children and youth success, which drives action to address the academic achievement gap with a specific initial focus on racial and ethnic disparities.



# Portland Equity Initiative

## DRAFT FOR PUBLIC REVIEW

Portland Plan Phase III:  
Portland Equity Initiative  
[www.pdxplan.com](http://www.pdxplan.com)

Equity is the foundation of the Portland Plan, and it will be a central focus of all the strategies in the plan. Equity objectives and actions are built into all of the Portland Plan strategies. The Equity Initiative focuses on objectives that have to do with the way the City does business, including human resources, contracting, access, funding and decision-making.

## WHAT WILL THIS INITIATIVE ACCOMPLISH?

1. Reduce disparities across all plan areas, starting with the most severe inequities.
2. Ensure accountability and implementation of equity initiative.
3. Ensure that the City does business in an equitable manner.

This initiative establishes an ongoing Office of Equity to accomplish these goals. The office will be established in consultation with the Human Rights Commission, the Portland Commission on Disability, the Coalition of Communities of Color, the Diversity and Civic Leadership Program Partners, business leaders, and community members. Efforts will include a strong Civil Rights component, and will include a focus on reducing racial and ethnic disparity.

The Office will be tasked with:

- Evaluating government processes and programs, and holding bureaus accountable to set equitable goals.
- Assisting bureaus in setting metrics, designing data collection and developing accountability reports.
- Publishing regular progress reports.
- Working with private sector and community partners in a way that supplements, complements and supports the good work already under way.

## PARTNERS

### For tracking disparities:

City of Portland (BPS, ONI, PDC, City Asset Managers Group); Multnomah County (Public Health, Criminal Justice, others); Portland State (Survey Research Lab, Population Research Center, Social Work); Metro Data Research Center; Communities of Color Coalition; DCL Partners; Coalition for a Livable Future

### For accountability:

City of Portland (Auditor); Multnomah County (Health Initiative); community groups (tbd)

### For equitable City business practices:

City of Portland (OMF/Human Resources, Internal Business Services, Civil Rights and ADA; Bureau Directors)



# Objectives and Actions

## A. Reduce disparities across all plan areas, starting with the most severe inequities

By 2035, all Portlanders benefit equitably and contribute to costs equitably in community services and infrastructure investments.

- Action 1:** Develop and apply a set of equity tools to evaluate the development and implementation of all city policies, programs and business operations, including reduction of racial and ethnic disparity.
- Action 2:** Develop a city communication and engagement strategy around equity as defined in the Portland Plan (possible role for an Office of Equity).  
\* *Public Involvement Advisory Council*
- Action 3:** Identify what works. Work with partner organizations, agencies and private sector leaders to research and develop innovative tools and methods.
- Action 4:** Implement and extend Citywide Asset Management work plan, which includes race and social justice impact assessments, as well as best practices in risk management, business case and community consultation.  
\* *Seattle Race and Social Justice Initiative*
- Action 5:** Correlate and track racial and ethnic disparities with infrastructure expenditures and urban renewal designations.
- Action 6:** Devise and apply equity levels of service in infrastructure asset management. The intent is to:
- Distribute projects to eliminate public health risks and provide environmental benefit across all social and economic demographics.
  - Evaluate the risk of not meeting those levels of service.
  - Identify budget needed to mitigate that risk.

## B. Ensure accountability and implementation of equity initiative

By 2035, the principles and measurements of equity are monitored at multiple levels, before, during and after actions are taken.

- Action 7:** Build well-being and equity measurements into the City Auditor's Biannual Resident Satisfaction Survey evaluating services.  
\* *Ideas on survey methods to address phone non-response*
- Action 8:** Gather, disaggregate and track data for key population groups and geographic areas, using culturally specific metrics and research methods. Coordinate this activity with the Cradle to Career initiative.
- Action 9:** Continue and expand the practice of tracking and reporting city budgetary expenses by district and selected communities, while also providing long-term reliability and preservation of public structures.  
\* *Seattle RSU*
- Action 10:** Ensure broad inclusion in decision-making and service level negotiations. Provide early engagement of community members and resources, to develop programs that effectively respond to their needs and priorities.  
\* *Public Involvement Principles*
- Action 11:** Recruit, train and appoint minority members to city advisory boards who represent the city's diverse population.  
\* *ONW/DCL programs on civic engagement and leadership development*
- Action 12:** Create a citywide, ongoing leadership training program to build community organizing capacity and the capacity for people to engage in shared governance.  
\* *Community Connect: Final Report, January 2008*
- Action 13:** Build equity objectives and accountability into youth services programs that receive public money.

## C. Ensure that the City and Portland Plan partners do business in an equitable manner

By 2035, City bureaus routinely pass equity reviews, and clients and communities express satisfaction with public access and involvement.

- Action 14:** The City and Portland Plan partner agencies meet and exceed compliance with Title VI of the Civil Rights Act and Title II of the Americans with Disabilities Act by allocating appropriate resources to support implementation of compliance programs and educate City staff on legal requirements.  
\* *City of Portland Title VI Plan Summary*
- Action 15:** Build the skills, capacity and technical expertise to address institutionalized racism and intercultural competency through education and training for public agency staff and subsequent performance review.  
\* *Seattle RSU, Intercultural City*
- Action 16:** Each City bureau and partner agency prepares a business equity plan to increase purchasing and contracting from M/W/ESBs and firms committed to maintaining a diverse workforce and EEOE certification.  
\* *Existing M/W/ESB policies in Procurement*
- Action 17:** Eliminate racial and ethnic disparities in public agency hiring, retention and contracting.  
\* *Specific HR practices in PDX*
- Action 18:** Evaluate public information, requirements and fees for ease of entry for diverse communities (provide universally accessible services/facilities/translation support).
- Action 19:** Develop and implement a coordinated translation and interpretation strategy and program for the City and partner agencies.  
\* *Public Involvement Advisory Council*

# Making Equity Real: A Framework for Implementation

Advancing equity in Portland means changing the way the City works – how the City and partners make decisions, where they invest, how they engage with Portlanders and each other and how the city measures success.

This chapter of the Portland Plan provides a framework for advancing equity—long-term policies and short-term actions. It includes information on what to do—close disparity gaps and focus on equitable outcomes; how to do it—improve participation, build partnerships and implement a racial and ethnic justice initiative; and how to stay accountable. It sets forth a new way of working that puts achieving equity front and center and identifies some of the specific actions needed to ensure that the Portland Plan’s equity foundation is strong and supportive.

This framework is written for the City of Portland government, but it can be easily adopted by any of the lead or supporting agencies to meet their particular needs. The specific actions in each agency’s equity plan will need to be tailored to meet their specific circumstances.

Working toward equity requires an understanding of historical contexts and the active investment in social structures over time to ensure that all communities can experience their vision for success.

The Portland Plan embraces the letter and spirit of federal civil rights laws, including the Civil Rights Act (CRA) and the Americans with Disabilities Act (ADA). The equity framework is guided by the principles of title VI of the CRA and ADA, which promote fairness and equity in the programs, services and activities of public entities, including the opportunity for participation. Identifying disparities to close the gaps, delivering equitable public services and engaging meaningfully with the community are all critical components of complying with federal civil rights law, along with reporting and accountability requirements.



**Close the Gaps**

We will...

- Recognize the multiple, overlapping identities that affect access to opportunities.
- Collect culturally-specific metrics, alternative data sources, and research methods.
- Examine and revise policies and practices that may appear fair, but marginalize some and perpetuate disparities.
- Raise awareness and understanding of critical disparities by City staff and other Portlanders, and build capacity to identify the nature and extent of critical disparities, in an inclusive manner.
- Identify what works. Prioritize policies, programs and actions to make measurable progress towards more equitable outcomes.
- Tailor disparity reduction approaches to the primary needs of each at-risk community.

**Five-Year Action Plan**

- Action 1:** Complete and move forward with implementation of the City of Portland Civil Rights Title VI Program Plan to remove barriers and conditions that prevent minority, low-income, limited English proficiency and other disadvantaged groups and persons from receiving access, participation and benefits from City programs, services and activities.
- Action 2:** Assign responsibilities to City bureaus to identify, track, educate and act on critical disparities in self-identified communities. Distinguish between City and City Bureau-specific actions
- Action 3:** Share data between City and partners. Invite self-identified communities to provide information and sources unique to them
- Action 4:** Develop and apply a set of equity tools to evaluate the development and implementation of all City policies, programs and business operations to close critical disparities
- Action 5:** Initiate a racial/ethnic focus, using well-documented disparities. Apply lessons and adapt tools from this initial focus to other historically underrepresented and underserved communities.

**Deliver Equitable Public Services**

We will...

- Assess social impacts of public services and investments on communities with critical disparities

**EXHIBIT E**

- Develop mitigation strategies to resolve identified disparities in levels of service
- Reallocate public, (structures, programs and staff) to achieve more equitable levels of service
- Track and report spending and actual public service delivery measures geographically and by community
- Report to City Council

**Five-Year Action Plan**

**Action 6:** Continue and expand the practice of tracking and reporting budgetary expenditures and levels of service by district and selected communities and map proposed infrastructure investments that address unmet levels of service. Report social impacts and mitigation strategies in the annual City Council budget process

**Action 7:** Assess social impacts of local public services provided by the City of Portland and Portland Plan partners:

- a. Correlate and track geographic area and community disparities in public services, using existing levels of service and measures of performance.
- b. Evaluate the benefits and burdens of urban renewal on communities using best practices of racial and social justice impact assessment

**Action 8:** Prioritize investment in public structures to address disparities and improve performance. Devise and apply mitigation strategies, including changes to levels of service, risk assessments and resource allocation—budgetary, staff and programmatic attention

- a. Apply triple bottom line business case analysis for repair, maintenance and/or replacement of infrastructure. Mitigate the risk of not meeting equitable levels of service while also ensuring reliability, quality and safety.
- b. Monitor and continually improve the Neighborhood Economic Development Strategy for achievement of equity goals while avoiding involuntary displacement.
- c. Work with Portland Plan partners to develop policies, programs and delivery mechanisms that reduce critical disparities in all public services.

**Improve Participation**

We will...

- Be transparent and accountable, with public engagement throughout the policy making process—from setting priorities to implementing programs and evaluating their success
- Build capacity for people to participate and ensure broad inclusion in decision-making and service level negotiations. Recruit, train and appoint minority members to city advisory boards who represent the city's diverse population
- Provide early engagement of community members and resources, to develop programs that effectively respond to their needs and priorities
- Hold culturally appropriate venues and forums

#### **Five-Year Action Plan**

**Action 9:** Expand and build upon community-based leadership training programs to build community organizing capacity and the capacity for people to engage in shared governance, focusing on underrepresented and underserved communities

**Action 10:** Develop and implement a coordinated language and cultural interpretation strategy and program for the City and partner agencies

**Action 11:** Implement recommendations of the City of Portland Public Involvement Advisory Committee (PIAC) to include residents in decision-making, advisory committees and technical terms

**Action 12:** Develop a community-wide conversation on equity and elevation of racial justice

**Action 13:** Ask residents to assess well-being and equity in City services. Use the City Auditor's Biannual Resident Satisfaction Survey, if available

#### **Build Partnerships**

We will...

- Build relationships with public and private sector partners around diversity and equity—learn from one another to advance equity objectives through complementary work
- Leverage the skills and expertise of partner organizations, agencies and private sector leaders to research and develop innovative tools and methods
- Clarify service responsibilities and synergies, and report on progress over time

#### **Five-Year Action Plan**

**Action 14:** Inventory current practices among the Portland Plan partner agencies

- Action 15:** Strengthen collaboration between City bureaus, partners, equity advocates, and the community to more fully integrate equity in decision-making.
- Action 16:** Periodically, convene Portland Plan implementers to coordinate equity work tasks and devise mutual accountability measures.

### **Launch a Racial/Ethnic Justice Initiative**

We will...

- Build the skills, capacity, and technical expertise to address institutionalized racism and intercultural competency
- Use this foundation of knowledge and tools to address disparities for other underserved communities
- Engage diverse constituencies to discuss race, disparities and public services
- Actively work to eliminate racial and ethnic disparities in public agency hiring, retention and contracting

#### **Five-Year Action Plan**

- Action 17:** Educate and train public agency staff in institutionalized racism and intercultural competency, and hold staff accountable in performance reviews. Build skills and technical capacity to address institutionalized racism in policy-making, program development, and evaluation. Educate staff on the legal requirements and implementing regulations of Title VI of the Civil Rights Act
- Action 18:** Hold public forums on race and the importance of equity. Continue and advance such forums as restorative listening and the Race Talks series, in collaboration with communities.
- Action 19:** Recruit, train and appoint minority members to city advisory boards who represent the city's diverse population.
- Action 20:** Show measurable progress in hiring, retention and contracting at all levels of public agencies. Implement business equity plans to increase purchasing and contracting from MWESBs and firms committed to a diverse workforce.

### **Increase Internal Accountability**

We will...

- Meet and exceed the requirements of the Civil Rights Act and the Americans with Disabilities Act by allocating appropriate resources and developing the capacity of staff to support compliance.
- Continually report out and make available equity outcomes and compliance reports.

#### **Five-Year Action Plan**

**Action 21:** Evaluate business equity plans of city bureaus and partner agencies for their overall effectiveness in promoting workforce diversity.

**Action 22:** Implement and produce required civil rights reviews and reporting to comply with Civil Rights Act Title VI program plan. Build on lessons from implementation of the program plan for the Portland Bureau of Transportation.

**Action 23:** Report on progress toward ADA compliance, including redevelopment of the City of Portland's ADA Transition Plans and Self Evaluations and implementation efforts. Work with the Portland Commission on Disability to identify broader measures and outcomes for equity goals on disabilities

**Action 24:** Evaluate public information, requirements and fees for ease of entry for diverse communities to access to community resources and business opportunities

**Action 25:** Develop key indicators to track community disparities, and report performance on those indicators periodically