Building an Inclusive Environmental Movement Through Environmental Justice & Environmental Education

Portland, Oregon

February 2018

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Appendix A. Glossary

**Ally**: Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways. Allies commit to reducing their own complicity or collusion in oppression of those groups and invest in strengthening their own knowledge and awareness of oppression (OpenSource Leadership Strategies).

**Colonialism**: Colonization can be defined as some form of invasion, dispossession and subjugation of a people. The invasion need not be military; it can begin—or continue—as geographical intrusion in the form of agricultural, urban or industrial encroachments. The result of such incursion is the dispossession of vast amounts of lands from the original inhabitants. This is often legalized after the fact. The long-term result of such massive dispossession is institutionalized inequality. The colonizer/colonized relationship is by nature an unequal one that benefits the colonizer at the expense of the colonized (Colonization and Racism, Emma LaRocque, PhD, Aboriginal Perspective).

**Culture**: is a frame of reference consisting of learned patterns of behavior, values, assumptions, and meaning, which are shared to varying degrees of interest, importance and awareness with members of a group; culture is the story of reality that individuals and groups value and accept as a guide for organizing their lives (Experiential Activities for Intercultural Learning, 1996).

**Diversity**: Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term "diversity" is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values (UC Berkeley Center for Equity, Inclusion and Diversity, Glossary of Terms).

**Dominant** or mainstream [culture]: one that is able, through economic or political power, to impose its values, language, and ways of behaving on a subordinate culture or cultures. This may be achieved through legal or political suppression of other sets of values and patterns of behavior, or by monopolizing the media of communication (A Dictionary of Sociology by Gordon Marshall).

**Environmental Justice**: the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies (US Environmental Protection Agency).
Equity: Equity is when everyone has access to opportunities necessary to satisfy essential needs, advance their wellbeing, and achieve their full potential. We have a shared fate—as individuals within a community and communities within society. All communities need the ability to shape their own present and future. Equity is both the means to healthy communities and an end that benefits us all (City of Portland).

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power (OpenSource Leadership Strategies).

Just Transition: In a fair and just transition, affected workers, their unions, and communities are equal partners in a well-planned, carefully negotiated and managed transition from fossil fuels to clean energy. A just transition brings job opportunities to those traditionally left behind and job security and livelihood guarantees to affected workers. Workers’ pensions and health care benefits are preserved, and workers and members of affected communities receive right of first employment for any jobs that are created by plant decommissioning or site reclamation. Workers receive education and training for industries, ideally unionized, with similar pay and benefits. A fair and just transition engages every level of government and business in an all-out effort to maximize public and private investments in economic development and diversification, provide workforce training, replace lost tax revenues, and create lasting, good jobs that strengthen the economy and sustain working families—especially jobs related to clean energy, energy efficiency, and climate-resilient infrastructure. Just transition requires the coal plant owners—whoever corporations, rural electric cooperatives or municipalities - responsible for harmful pollution to be held accountable for cleaning it up so that communities are left with usable land and clean water (Sierra Club).

Marginalization: the placement of minority groups and cultures outside mainstream society. Variation from the norm of the dominant culture is devalued and at times perceived as deviant and regressive (The National Multicultural Institute).

Oppression: Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access (WPC Glossary from 14th Annual White Privilege Conference Handbook, White Privilege Conference, 2013).

People/Person of Color: this term refers not to a biological or scientific distinction between people, but rather to the common experience of being targeted and oppressed by racism. While each oppressed group is affected by racism differently and each group maintains its own unique identity and culture, there is also the recognition that racism has the potential to unite oppressed people in a collective of resistance. For this reason, many individuals who identify as members of racially oppressed groups also claim the political identity of being People of Color. This in no way diminishes their specific cultural or racial identity; rather it is an affirmation of the multiple layers of identity of every individual. This term also refrains from the subordinate connotation of triggering labels like "nonWhite" and "minority" (Office of Racial and Ethnic
Concerns of Unitarian Universalist Association).

**Power:** Power is unequally distributed globally and in U.S. society; some individuals or groups wield greater power than others, thereby allowing them greater access and control over resources. Wealth, whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates. Although power is often conceptualized as power over other individuals or groups, other variations are power with (used in the context of building collective strength) and power within (which references an individual’s internal strength). Learning to “see” and understand relations of power is vital to organizing for progressive social change (Intergroup Resources, 2012).

**Privilege:** Unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g. white privilege, male privilege, etc.). Privilege is usually invisible to those who have it because we’re taught not to see it, but nevertheless it puts them at an advantage over those who do not have it (Colors of Resistance Archive, Accessed June 28 2013).

**Racism:** A system of advantage based on race. A system of oppression based on race. A way of organizing society based on dominance and subordination based on race. Penetrates every aspect of personal, cultural, and institutional life. Includes prejudice against people of color, as well as exclusion, discrimination against, suspicion of, and fear and hatred of people of color. Racism = Prejudice + the POWER to implement that prejudice (Exchange Project of the Peace & Development Fund).

**White Supremacy:** a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege (Challenging White Supremacy Workshop, Sharon Martinas. Fourth Revision. 1995).
# Appendix B. Invitation

## LET US ENVISION: Inclusive Environmental Education in the Portland Metro Area

## Invitation to Participate

### WHO?

In this initiative, we invite leadership and ally organizations to engage:

- **Leadership Organizations**: Those that primarily serve communities of color and low income
- **Ally Organizations**: Environmental education providers that do not primarily serve communities of color and low income

Existing project partners include: the Environmental Education Association of Oregon (EEAO), the Native American Youth & Family Center (NAYA), the Center for Diversity and the Environment (CDE), The Intertwine Alliance, and Greater Portland Sustainability Education Network (GPSEN). Metro, our Regional Government, funds this project.

### WHAT?

A project workgroup to be completed by August 2016, driven by leadership organizations as defined above, will build priorities and a region-wide vision with recommendations for equitable and inclusive environmental education.

*See info on following page for more details.*

### FUNDING OPPORTUNITY:

We offer financial support to <10 leadership organizations with an award up to **$2000 maximum** for participation.

If interested, please respond to Cary Watters (NAYA Family Center Community Engagement Manager) phone (503.288.8177, ext. 331) email ([caryw@nayapdx.org](mailto:caryw@nayapdx.org))

### WHERE?

The Portland Metropolitan Area, including Portland and its 25 neighboring cities.

### WHEN?

- **Leadership Organizations**: March 29 (12-2 PM), April 21 (1-4 PM), May 24 (9-3 PM), June 23 (10-1 PM), August 18 (6-8 PM) gatherings; some work in between.
- **Ally Organizations**: May 2 (12-2 PM), May 24 (9-3 PM), June 23 (10-1 PM), August 18 (6-8 PM) gatherings; some work in between.

### WHY?

To ensure that environmental education reflects the strengths and needs of our increasingly diverse community in the Portland Metropolitan Area.
Desired Outcomes

- Shared regional vision for environmental education
- Commitment from all partners to implement recommendations
- Environmental education led by people of color and low income
- Mainstream organizations committed to inclusivity
- People of color and low income adequately resourced for this work

Theory of Change

Changing our course from environmental destruction toward a planet where we all can thrive requires the inclusion of all people and perspectives, diverse leadership and the courage to create a new paradigm.

**Relational Worldview Model: A Holistic Approach to Individual & Community Wellbeing**

- Context
  - Environment
  - Opportunity
  - Vulnerability
  - Equity vs. Equality

- Mind
  - Strategy
  - Knowledge
  - Awareness
  - Evaluation

- Body
  - Responsibilities
  - Infrastructure
  - Resources
  - Roles

- Spirit
  - Local-to-Global Vision
  - Culture & Identity
  - Values & Mission
  - Interdependence

“Dominator culture has tried to keep us all afraid, to make us choose safety instead of risk, sameness instead of diversity. Moving through that fear, finding out what connects us, reveling in our differences; this is the process that brings us closer, that gives us a world of shared values, of meaningful community.”

– bell hooks

Current Reality

- Care about environment & are most impacted by its degradation
- Diverse voices, perspectives and leaders have been excluded
- Marginalized communities have essential wisdom, knowledge & expertise
- Desire to be more diverse, inclusive and equitable
- Led by dominant culture ways of knowing, being, and doing
- Sense of scarcity and competition rather than abundance
Appendix C. Social Networking Analysis

Directions

• Thank you for taking the time to fill out this second part of the evaluation for this project. This part of the evaluation is a form of social network analysis. Your answers give us an idea of how information and knowledge gets spread throughout the current network and the new network we are creating. On this sheet, you will see names arranged in no particular order. Find your name on the sheet. Find a name you recognize on the sheet. Draw a line between your name and that second name. On that line, write a word or short phrase that describes your relationship with that person. Examples would be “friend,” “confidant,” or “excellent advocate for my audience.” After you are done with this name, go on to another name you recognize. Continue to do so until you have made all your known connections. Do not draw a line if you do not know the person. Any questions or comments?
Appendix D. Why Change the Mainstream EE Paradigm?

Project partner responses to the following survey question: Why is it important to change the mainstream or conventional "environmental education" (EE) paradigm?

• There are so many racial, cultural, ethnic perspectives that aren't represented when we cling to the traditional format of EE. Underserved communities, immigrants and refugee populations are often times excluded from mainstream efforts. We need to ensure that various environmental programming reaches beyond our immediate grasp.

• I see connection to place as an opportunity for healing and grounding that we all need, especially in the current, media rich, fast paced world we live in. EE has the potential to carve out space for people to discover their own connection to place. If the way these opportunities are framed are from one view point with a narrow definition of "nature", "environment", and how to facilitate these opportunities, we miss the chance to allow individuals from a broad variety of cultures and lived experiences to grow their own relationship with the environment.

• The change is important because we (as environmental groups) are not reaching all people. Our messaging has been tailored for so long to one class of people and set expectations that everyone would just follow what that class was doing.

• I’m actually not sure what the mainstream EE paradigm is?

Given that, here’s what I think I know so far. For me, growing up as a white woman in a middle class suburb of Los Angeles, privilege was all around me but I didn’t know it. Though my home in the San Fernando hills was an escape from the degradation of nature throughout the LA basin, the 70’s and 80’s were a time of mass consumption and the daily exposure of a concrete jungle. The LA river was full of sewage, beaches littered and hillsides removed for more development. I came out of that experience wanting to make the world better and find a way to better steward the land. A white woman helping others to value the importance of nature.

Today, I’m still finding my way in understanding how privilege has contributed to my opportunities to connect with nature, work in the environmental field and that the opposite has occurred for communities of color who are disproportionately impacted by my privilege. That communities of color care MORE about the environment then white people. Who am I trying to convince?

I’m still learning how to teach environmental education, specifically conservation education. Where is it valued compared to communities of color who don’t need a white person telling them what to care for or do.
I’m learning that to be in this field as a white person, you must change your lens and LISTEN. I do believe that there are global environmental concerns and that we ALL want to heal the land and find respite, especially in our dense cities to connect with nature to feed our souls, communities and wildlife. How do you bring people together to slow down and solve global environmental issues when the social construct of our country is built to erode and isolate our connection with each other based on our skin color? I hope that through this opportunity, the relationships with the partners and strategies co-created will help continue with this work in a meaningful, equitable and inclusive way.

- In order to create room for more voices, rethink convention "wisdom" in the field, and rethink inclusionary practices in the sector (to name a few)

- If we fail to change the paradigm, we perpetuate a system that supports a dominant culture world view, marginalizes people and communities, and will ultimately fail to respond to the challenges our communities face related to environment, economy, equity, and opportunity.

- I have been working on behalf of conservation and environmental education and change for 12 years in the area, and can attest to the lack of diversity and ways of knowing.

- It sounds like a narrow discipline, focused on the outdoors. It represents so much more and needs greater support to encourage different groups and sectors to identify with it and engage.

- Without change, we will not be successful in truly, and authentically, engaging with the community in ways that both meet the needs of our communities and intersect with conservation of natural resources...not only for my agency, but for the collective health of the places we live and (hopefully) thrive.

- Because it's wrapped up in our overall system of racism, and can lead change in other sectors. Because access to land, natural resources, and public places is one of our countries biggest tools of oppression and genocide. Because educators think they can get a degree in indigenous pedagogy, and become "culturally enlightened." Because awareness of space, place, and the intrinsic value of land and water is essential to our collective survival.
Appendix E. Community Engagement Toolkit

EJ/EE Visioning Community Engagement Toolkit
April 25, 2016 REVIEW DRAFT

To the Leadership Team:

Thanks again for contributing to this collective movement toward a culture change of environmental education that is explicitly anti-racist, builds on the diverse strengths of our communities, and meets our unique needs. We hope that this community engagement packet will support you in your information gathering and movement building process between now and July. All of these materials are not prescribed, but rather templates that we will hope you can use and tailor with your own follow up questions that may arise from your conversations with your community members.

“Community” means whatever you self determine; it includes whoever’s voice you want to be woven into the narrative for our final recommendations and action plan for a more inclusive regional environmental education system. Based on our conversations with you, we have come to find that your engagement process does not necessarily need to end by our retreat on May 24, although we hope that you will have at least had a conversation or two as this will provided richer material for discussion.

You will find a suggested framework for your conversations on pp. 2-5, i.e. questions ready to print or type responses into during your conversations with community members. These questions were generated based on the Leadership Team conversation; raw notes can be found on p. 7 for your reference. A reporting form is included on p. 6, which includes a list of materials we hope you will provide on or before COB on July 15.

Please see attached media releases and sign in sheets.

Process overview:

• May 2: Ally Team Kickoff – articulate shared understanding of why this is important, learn about process thus far, begin to discuss promising practices and challenges for leadership team review prior to retreat so leadership team members can respond
• May 24: Retreat – Leadership team to report out on community engagement, review/comment on promising practices and challenges, and build an action plan and shared process for report and recommendations development
• June 23 Follow up reflections – we want to reflect back to you what was gleaned from the retreat and community engagement process into the beginning of a framework for
• July 15: Hard deadline for submission of raw notes and summative report (see p. 5 for reporting template); also – since Leadership Team members expressed interest in meeting once more as a cohort are people available to meet on this date in the afternoon, which could be followed up by happy hour? Are there other times that would work for folks some other time in July?
• August 18: Celebration with leadership team, ally team and community members
COMMUNITY CONVERSATION: SETTING THE STAGE

Framework for elevator speech to community members prior to the conversation:

Objectives:
• To better understand the ways that our communities learn about the environment
• To build power toward an anti-racist cross-cultural Environmental Justice movement

Talking Points:
• This is an effort to build power – it is a part of the larger environmental justice movement, which is explicitly anti-racist and seeks to restore historic and current wrongs done against our communities.
• We want to ensure that all ways of learning about the environment reflect and honor our diverse communities.
• Through our conversation here, we want to learn about how you have learned about the environment throughout your life, and how we can ensure that others with similar strengths and needs can find environmental education that meets their needs.
• We will build a report based on the information you share with us, as well as other participants from communities of color and low-income people.
• In addition to this conversation, we hope that you might want to stay engaged as we work toward building a movement. I hope you will join us for a celebration on August 18 from 6-8 pm so you can meet other dedicated community members working on this!
• This interview/conversation shouldn’t take more than a half an hour – we appreciate your time!

Notes for additional details you might want to let your participants know:

Prior to interview, ask the following preliminary questions

Name:

What community/ies do you identify with?

May I record this interview (audio or video – depending on whether you decide to do this at all – let us know if we can provide you with any equipment)?

May I take a photo of you for inclusion in our report?

Do you have any questions for me before we begin?
QUESTION 1: In what ways do you currently learn about or engage with environment?

Rationale of question/more info if participant asks: We want to know how our communities’ experiences differ or are in alignment with mainstream environmental education practices. Examples include: culture training, ceremony, lineage stories, etc.

Notes:

Follow up question: In what ways does your learning or engagement relate to your cultural identity and/or provided historic context of oppression?

Follow up question: What environmental issues are relevant to your life?
QUESTION 2: In what ways do you want to learn about or engage with environment?

Rationale of question/more info if participant asks: We want to identify the gaps of programs and services that exist out there.

Notes:

Follow up question: What type of support and resources would be helpful?
(Examples: transportation assistance, food, equipment, etc.)

Follow up question: How would you like to stay engaged with this movement?
Ask them to save the date for August 18 from 6-8 for the celebration
Ask if we can share updates and new ways to stay involved.
[After the conversation] FINAL REFLECTIONS: Shortly after you have had the conversation with your community member(s) please review your notes and jot down any themes or other thoughts you might have below:
Final Report Template

Please scribe your raw notes and submit along with image release forms, and sign in sheets. In addition to these raw materials, please provide a critical analysis focused on the questions below. **All of these materials are due by COB on July 15, 2016.**

1) What were some themes that emerged from your conversations?

2) How do your community members learn about environment?
   a. Who are their educators (formal or informal)?

3) What are your recommendations for an action plan in order to bring about a power shift and paradigm change in our regional environmental education system?
   a. How will equity/parity be met?
   b. How do we root environmental education in an analysis of history and imperialism?
Transcription of April 21, 2016 white board notes from Leadership Team meeting

We provide these to you so you can refer back to the raw content generated that helped to shape the questions above. In addition to the two main questions, feel free to add any of the following questions as follow-ups if you feel strongly about inclusion of any below.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Questions and Votes</th>
</tr>
</thead>
</table>
| Theme 1: What do different communities think are EE priorities? | • How do EE standards affect or constrain the success of your community’s worth?  
  • **4 votes:** In what ways do our communities express or display engagement and education as it relates to environment? (e.g. culture training, ceremony, lineage stories, etc.)  
  • **1 vote:** EE provides solution for environmental problems in our communities?  
  • **3 votes:** How do we root environmental education in an analysis of history and imperialism?  
  • **1 vote:** What environmental issues or problems related to the natural world do you feel are important, relevant to your life? |
| Theme 2: Where do communities need support? | • **2 votes:** What are barriers to participation?  
  • Are there partnerships that haven’t worked or been unsuccessful? Why?  
  • **1 vote:** Where can our communities provide support/expertise?  
  • **3 votes:** How do you want to receive support and from whom?  
  • Where can support needed be turned into service provided? |
| Theme 3: Who is doing the work/providing programs? | • How do current providers encourage or discourage engagement from marginalized groups?  
  • **1 vote:** What are the barriers to your involvement with current EE programming?  
  • What has been successful and why/how?  
  • What is the curriculum?  
  • How are providers taught? (Curriculum/systems of oppression)  
  • **3 votes:** Who is not doing the work? And why not?  
    o If not, then how will equity/parity be met?  
  • **1 vote:** Who has been doing the work?  
    o What are their outcomes for our communities?  
  • **1 vote:** Who is rooting EE in an analysis of history and imperialism; how can we learn from them?  
  • **4 votes:** How do your programs and professional practice stand out from mainstream or dominant ways of doing EE? |
Appendix F. Interview Guide
EE/EJ Leadership Team Interviews
August 2016 | Design + Culture Lab

Interview Purpose
The Leadership Team identified the need to create a shared analysis for an explicitly anti-racist People of Color led movement for Environmental Education and Justice. During these shared sessions, Leadership Team members articulated developing a shared understanding that leads to actionable items that could answer general the questions:
- how might EE/EJ participants work together cohesively, without duplicating efforts?
- how to effectively work across differences in community experiences, especially those felt between ally groups and communities of color?

Interview Format and Logistics
Interviews will be 45 minutes long:
- 30 minutes of official discussion, and 15 minutes of warm up or warm down (of the interviewee’s choice).
- An audio recording will be made of the official portion of each interview, transcribed verbatim, and a written transcription will be made available for each interviewee to review within 10 days of completing your interview.
- Questions to spur your creative and deep thinking are included below. Please come prepared to cover what issues are critical to you and/or your organization.
- Interviews will be scheduled based on individual Leadership Team member’s availability - between August 8-August 26, 2016, at mutually agreed upon location. Scheduling will be handled via email.
- Interviews will be conducted by Pam Phan, Chief Equity Officer at Design + Culture Lab.

Need Clarification? Here are a few answers to questions you may have. At any time, please feel free to contact Cary Watters, Project Manager at NAYA if you need more context or have additional questions.

Where did the interview questions come from?
Cary, Traci, and Pam gathered information from all 5-work sessions to reflect on what would be helpful direction setting questions. We were challenged to generate balanced questions that allowed for your open-ended creativity, while also ensuring that action items could be collected during the interviews to advance the vision’s shared goals.

Why is the interview being recorded?
Audio recordings allow for a more natural conversation, and for both people in the interview to maintain attention, eye contact, and other important non-verbals that make up great inspiring conversations!

Where is my input going?
All interviews will be transcribed verbatim, and available to you within 10 days of the completion of your interview. Feel free to give Cary and Pam comments at that time. Your
feedback is invaluable. After all the interviews are completed, Cary, Traci, Queta, and Pam will compile raw interview content in easily scannable format where the Leadership Team will have the opportunity to interpret and analyze the team’s contributions, honing a final “shared analysis” from this information. This session has yet to be scheduled.

Interview Questions

- What are you and/or your organization doing to impact EE or EJ in the next 3-5 years?
  - How did you make those decisions (as an organization, what was your vetting process, and why)?
  - What analytical filters did you use or think about, to come to those priorities?
- What power dynamics (political, social, institutional) do you see when doing your work?
  - What specific barriers to success have you experienced?
  - What specific dynamics, people, institutions, organizations, or practices have supported your interests and goals?
- Please highlight what is most critical about your process, experiences, or analysis?

Project Background:
The Native American Youth and Family Center and the Environmental Education Association of Oregon are co-leading development, implementation and replication of a regional framework for inclusive environmental education by coalescing two historically divided communities, mainstream environmental education professionals and marginalized community leaders, to build an inclusive environmental movement through transformation of the current paradigm and practice of environmental education, and the co-creation of a shared vision for our future where we will all thrive.

This project is actively working to create an inclusive environmental movement, in the pursuit of justice, informed by and inclusive of diverse people, perspectives, and leadership. We secured a $100,000 Metro Regional Government grant in 2015 to build an inclusive framework for environmental education in our region. This framework will be replicable to scale across Oregon and beyond to demonstrate how organizations and leadership need to adapt, especially by 2060 when Oregon will be more than 50% people of color.

We are co-leading this project with support from the Center for Diversity and the Environment and twenty-five Portland-based organizational and community leaders. Our desired measurable outcomes for this project include: building, implementing and replicating an inclusive framework for environmental education to regional networks across Oregon and beyond; elevating marginalized communities as leaders in environmental education, and promoting the practice of more culturally and socially relevant environmental education.
Appendix G. Developing “Shared Analysis”

Developing Shared Analysis
Thursday June 23, 2016

Shared Analysis:

- Measurement of progress (and Metro’s racial equity strategy)
- Listening of story (Colonization)-What’s really going on that we don’t want to talk about?
- Accountability and responsibility
- Acknowledge history
  - EE-EJE
- Whole picture, can’t parse it out anymore (EE-EJE)
- Vision PDX
- Money for process and relationship building (funders)
- Daylight relationships as a key part
- Collaborative work among all organizations-intentionally inclusive not “us/them”
- Policy recommendations
- Outcomes, process, etc. led by Leadership Group
  - Shift and share power
- Historical context (power, wealth)-vision/model for equity that doesn’t recreate hierarchies but a new paradigm
- Who’s not at the table? Identify barriers/obstacles
  - *include classism and lead with race; what keeps people from participating?
- Status & Privilege
- Similar data, common language (for Portland Metro, regional level)
  - Use existing reports
- Ongoing networking
- Best practices; identify what’s working, examples
- Identify desired impact-capture stories as part of evaluation
- Stories about EJ for EE

Relationship Building: What has kept you from being inclusive? [What will it take for you (personal and organization) to be explicitly anti-racist and inclusive?]

- Historically privileged culture-one way to do things
  - Personal work in addition to institutional
  - Inclusive hiring practices and lack of diverse applicants
  - Bias awareness (*Metro)
- Trainings with CDE for staff, board and volunteers (*Tryon)
- One training and done; didn’t get “tools”, left with guilt
  - Trainings as integrated part of what we do (organization and personal)
  - Not easy; recognition that we can create the story (norm)
- Capacity; lack of interest/readiness; time
- “Outreach” vs. relationship building
- Move from excuses of why it’s not happening to [admitting that it isn’t]
- Time—it will take time-building networks and relationships
- Prioritize it (building inclusion/relationship building)
- Put energy toward where commitment exists
- **Not** tokenizing relationships
- Shared analysis
- Institutional racism; current paradigm of oppression
  - Cultural and structural
- Individuals seen as organization-harder to change staff/leadership
  - Decision to shift operating structure
- Fear—don’t want to lose what they have; job; kids/next generation; safety, security
- More self advocacy tools/skills (*not just to “convince” nay-sayers, but people “on our side”)
- Disbelief that it’s important—**“all lives matter”**
  - Who are we leaving behind if we lead with race?
- Network of support
- Focus—do one thing [race] well, rather than everything marginally well
  - Justification for leading with race
- Culture of hate and anger
  - Being exposed—we can deal/fight it
- Work smarter not harder
- Identify champions/leaders—work on them strategically
- Sphere of influence; sphere of interest
- Administration changes
- NAO Equity Leaders Cohort—best practices
- Model/new model/vision for shared leadership
  - Equity-new paradigm
- Desilo organizations

*What meaningful actions & behaviors have helped you build valuable relationships with dominant groups?*
→ Calmly express and repeat the need
→ Show up and strategically not show up with dominant groups (ED/someone with power), just being there, honest, without an agenda
  ◆ Recognize 9-5 doesn’t always match community meetings
  ◆ Understand core motivations and values
→ Space for authentic conversations to understand those core motivations and values
→ Ask questions and don’t make assumptions about what we need
→ Share **Access & Power**
  ◆ Organize ally-challenge peers
  ◆ Give insider info/landscape
  ◆ **Sharing resources, i.e $$$**
  ◆ Dominant groups consider most basic needs
→ Avoid tokenism—sending/Pol, AmeriCorps, VISTA
→ **Tenacity, compassion, patience, building strength through our communities**

→ *What does shared analysis mean to you?*
  ◆ **What are important elements of a shared analysis?**
  ◆ **What will this look like within two months? Over next two years?**
    ▪ Shared analysis isn’t necessarily either/or
    ▪ Helpful to have choices
    ▪ Through conversations can get to root analysis
    ▪ Could shared analysis include individual, interpersonal and systems?
    ▪ Is the shared analysis on root causes and/or approach
    ▪ Engage allies differently
    ▪ Believe in the intersectionality of issues
    ▪ Organizations need to be willing to engage in a deeper, broader analysis
    ▪ Each organization has their wisdom
    ▪ Recognize and be explicit about the analysis individuals in the group are using
    ▪ Need more time with each other
    ▪ Identify principles to our approach
    ▪ Acknowledge differences between communities
    ▪ The conversation requires practice/learning
    ▪ This process will easily take two years plus four months just getting to know the group
    ▪ Be very specific about purpose
    ▪ Build alliances/allyship within leadership team
- Not motivated by “targets” relationship building
- Leadership in institutions [dominant] need to be reflective of ROC EJ Communities of Color
- Would like to take on policies
- Before we protect things, we have to be exposed to it
- Need to link EE, education and figure out what that means to policy
- Tree planting is policy
- EE needs to change if EJ will be infused
  - Need to talk about trees differently
  - Connect to bigger picture/history
- Opportunity to link culture, environment, air quality, transportation, etc. for deeper analysis
- Feel a real opportunity to make change with this group
- Happy Hour with an educational theme
Appendix H. Interview Key Words and Phrases

The following were identified from transcribed leadership team interviews and lumped together under the themes of: Power, Justice & Equity; People, Culture & Relationships, and Leadership Development & Jobs.

**Power, Justice & Equity**

<table>
<thead>
<tr>
<th>leadership; on a shoe-string</th>
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<tbody>
<tr>
<td>capacity to compete for money</td>
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<tr>
<td>triple bottom line - social, environmental &amp; economic justice</td>
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<tr>
<td>economic benefit</td>
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<tr>
<td>inequalities</td>
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<tr>
<td>I can be in charge</td>
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<tr>
<td>equity analysis</td>
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<tr>
<td>Control; it's who sets the tone of the game.</td>
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<tr>
<td>Lack of cultural competency; they don't want to give up power [and control]</td>
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<tr>
<td>they still think they are better than you</td>
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<tr>
<td>you never really lead; it's still a power dynamic; power play</td>
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<tr>
<td>power dynamic of the country; culture of power</td>
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<tr>
<td>If you want equity you give equity; organizations of color haven't done their equity analysis</td>
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<tr>
<td>who is in control of power?</td>
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<tr>
<td>total transformation in how we operate</td>
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<tr>
<td>whole systems</td>
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<tr>
<td>gov't infrastructure</td>
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<tr>
<td>systems awareness</td>
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<tr>
<td>funding; power position</td>
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<tr>
<td>folks who have not had access</td>
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<tr>
<td>rethink the ally thing, the good old boys network</td>
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<tr>
<td>privilege; common language</td>
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<tr>
<td>partnerships with mainstream environmental organizations; more capacity &amp; resources for orgs of color to run their own environmental initiatives</td>
</tr>
<tr>
<td>building more political power</td>
</tr>
<tr>
<td>resources; capacity</td>
</tr>
<tr>
<td>capacity</td>
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<tr>
<td>coalition; capacity; policy</td>
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</tbody>
</table>
$ goes to largest [white] orgs

mainstream orgs need to do equity work

work for free

reallocate resources; orgs of color to lead policy, actions & campaigns

$$$
policy; visibility & power

$ to communities impacted most

capacity; coalition

social impacts (gentrification, displacement); analysis

natural world & people above profit

US Imperialism; social & economic systems

transition our economy

$ resources; coalition

capacity

policy

more staff; capacity

capacity; political organizing

power dynamics & access to decision makers

policy

build political power

policies to shift power

capacity

capacity to be visionary

resources around coalition building

capitalism & imperialism; profit

oppression; white supremacy, racism; institutional practice

systemic or structural

structural

accessible

needing to be an expert

racial experience of outdoor spaces

don’t have to be an expert; seeing people who look like you in jobs

adults in positions of power who are people of color; boards need to reflect diversity
access to funding & capacity to apply or access funds; barrier for small organizations

capacity; grants; money

institutional size

more funding & access to resources

Types of power we can harness

environmental JUSTICE work for us is deepening that analysis

understanding power relationships, histories, leadership by directly impacted communities & communities of color

access to decision making bodies; linked systems (transportation, affordable housing, etc)

lived experiences; history, vision; sustainable & livable economy

relationship, power, system that disproportionately impacts people of color and low income

legacy planning

inequity, deep analysis, justice

people not part of the environment; social justice

environmental justice and civil rights movement

don’t think we should be educating the dominant culture

People, Culture & Relationships

community program

connect people of color to skills; skills to create community; people, place, nature

cultivating culture

people of color in leadership

members of community seeing the work

community system

community driven policies & issues

priority issues in different communities are different; communities to self define

relationship building events

building relationships

culturally specific communities leading the work

difficult social dynamics with liberal white Portland, especially in the environmental realm

members identify key issues

experiences that normally do not get acknowledged

organizing
cultural work & civic engagement
collective analysis
working together
building a relationship
meaningsful partnerships
wisdom & experiences of other organizations
Language and exclusion: how to honor those whose first language is not English?
Immigrants have a unique perspective on inclusion
affected communities to engage & transform their own experience
EJ + civil rights
relationship - vision, goals & what you're trying to accomplish
people sharing what they are working on
connected
fund EJ
more funding for EJ; environmentalists as superior above all things nature
history, focus, fundraising
not about everyone having the same thing; fill gaps; not competition
laws & policies; seek to understand
Leadership Development & Jobs
workforce development
working with youth in the community
whole systems approach
jobs, job training
incubate & grow leadership; legacy programs
<table>
<thead>
<tr>
<th>18-23 year old</th>
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<tbody>
<tr>
<td>family wage jobs; workforce</td>
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<tr>
<td>train me how to clean up my own backyard</td>
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<tr>
<td>education pathway; getting people to entry level positions</td>
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<tr>
<td>sustainably funded workforce development &amp; job training</td>
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<td>strong racial equity analysis</td>
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<tr>
<td>community leaders who are looking for opportunities to jump in</td>
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<tr>
<td>climate justice leaders</td>
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<tr>
<td>leaders who are well versed in intersection of climate, health &amp; housing</td>
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<tr>
<td>leadership</td>
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<tr>
<td>leadership</td>
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<tr>
<td>if we want to have more people of color, we have to provide an opportunity for them to get trained</td>
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<tr>
<td>history</td>
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<tr>
<td>youth leadership, voice</td>
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<tr>
<td>education &amp; training</td>
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<tr>
<td>15-21 year olds</td>
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<tr>
<td>pipeline</td>
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<tr>
<td>immediate access to jobs</td>
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<tr>
<td>leadership, mentoring &amp; training program</td>
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<tr>
<td>Types of power we can harness</td>
</tr>
<tr>
<td>Connect students to their own potential; emphasize lifelong learning</td>
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<tr>
<td>Support self-determination in students</td>
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<tr>
<td>EPOC support network needed to support leadership development of those working in mainstream enviro orgs</td>
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<tr>
<td>Hiring practices need to change in order to be more inclusive of skills people of color offer that aren't a part of the predefined mold</td>
</tr>
<tr>
<td>stronger network</td>
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<tr>
<td>develop leadership for members</td>
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<tr>
<td>capacities</td>
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<tr>
<td>deepen analysis with leadership team</td>
</tr>
<tr>
<td>pipeline, training, campaign</td>
</tr>
<tr>
<td>led by people of color &amp; low income</td>
</tr>
<tr>
<td>relationships</td>
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<tr>
<td>sustain for the long haul</td>
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</tbody>
</table>
Appendix I. Visual Work Plan

Environmental Justice & Environmental Education
Racial Equity Analysis visual work plan

Coordinating Co-leads
Traci Price
Cary Watters
Queta Gonzalez

Power+Equity+Justice (PEJ)
Lauren Gottfredson
Jeri Jimenez
Huy Ong
Alison Heimowitz
Lori Stepper
Gabe Sheoships
Ed Hill

TBD Leadership
Team Members
Huy Ong
Chris Bruno
Clifton Bruno
Sprinta Brown
Ed Hill
Nestor Campos
Gladys Ruiz
Rose High Bear

TBD Ally Team
Members
Liz Start
Kristen Harrison
Gabe Sheoships
Gaylen Beatty
Lara Jones
Isabel LaCourse
Sheilagh Diez
Kim Strassburg
Alison Heimowitz
Lauren Gottfredson

Leader Development +
Jobs (LDJ)
Sprinta Brown
Chris Bruno
Rose High Bear
Liz Start
Gladys Ruiz
Gaylen Beatty

People + Culture +
Relationships (PCR)
Clifton Bruno
Nestor Campos
Lara Jones
Sheilagh Diez
Isabel LaCourse
Kim Strassburg

Outstanding question:
Co-Chairs or one Chair per work group? Co-Chairs = ideal, but one Chair could be more realistic and manageable
Appendix J. EJ/EE River

Leadership Team forms and gathers to shape process...

Environmental Justice & Environmental Education
for the Portland Metro Area
Our Collective River of Life

Themes Emerge: Racial Equity Analysis and Relationship Building

Take time to celebrate!

Leadership Interviews & Ally Surveys

Seek resources and investments

Development of Themes:
Equity-Justice-Power
People-Culture-Relationships
Leadership Development-Jobs

Share learnings throughout Oregon

2017 and Beyond
To be continued...
Appendix L. Social Network Analysis Evaluation Summary
Summary of Evaluation of Environmental Justice/Environmental Education (EJ/EE)
Community Engagement Project and Initiative
Prepared by Jenny de la Hoz, PhD
US Fish and Wildlife Service

Introduction
The goal of the Evaluation of Environmental Justice/Environmental Education (EJ/EE) Community Engagement Project Initiative is to learn the impact and extent of impact of leadership and ally interactions through this project. The project brought together leaders from organizations that serve communities of color and ally leaders from environmental conservation groups and facilitated conversations around environmental justice and the engagement of marginalized groups. Below are the summary findings of the social network analysis conducted on the some of the participants.

Why Social Network Analysis?
A social network analysis helps to capture “the intersection of both static and dynamic aspects of organizations by focusing on the linkages between social objects over time” (Tichy, Tushman, and Fombrun, 1979, p. 507). This becomes important when groups come from different social locations with different processes. “For instance, mainstream environmental activists and environmental justice activists are, for the most part, in different social locations. As such, they have vastly different environmental experiences, and those experiences influence how they perceive environmental issues, construct discourses, organize campaigns, and develop activist strategies” (Taylor, 2000, p. 509). Since this project engages both audiences, it becomes imperative to look at the places of intersection. Social network analyses allow us to look at “social change through connection” (Trauger, p. iii) which is the main catalyst for change in this program.

Summary Findings:
24 participants were invited to different meetings. The attendance by all participants to each of these meetings varied with few participants being able to attend every meeting. This evaluation was a pre and post social network analysis began on the second meeting and the final was conducted on the last day of the group gatherings. While 16 participants took the initial evaluation, only nine were able to complete both the pre and post evaluation. This is the 37% of the total 24 people cohort. From these nine participants, we see the following:
• At the beginning of the project, there was an average of nine connections between participants. In other words, the participants knew nine other people in the cohort.
• After the project, the average increased to 13 connections with participants siting that the new connections were positive and strong.
• An example of words to indicate change in relationship strength – “new connection” became “partner” or “friend”.
• Even if the relationship had been positive at the beginning of the evaluation, it became stronger at the end. An example of this was “friend” became “ally” and “partner” became “family”.
• Two individuals, Clifton Bruno and Sheilagh Diez, stood out as important networkers demonstrating the greatest increase in connections and strengths over the length of the project. Clifton was referred to as a “visionary” and Sheilagh moved from being just an “ally” to a “friend.” These terms are important indicators of social relations.
• Finally, the project increased the awareness of both the leaders and allies’ projects and intentions. Many people sited that they did not know many people at the beginning, but at the end, the number of connections and the terms used to describe the connections, indicated a stronger awareness of each other’s work and purpose.

Future work:
The following are recommendations for future evaluation work:
• Conduct the analysis closer to the very first meeting in order to get a better before or after picture.
• Set forth the expectation to all participants that the evaluation is an expectation of their participation and require all to participate. This will ensure a larger return and better analysis.
• Follow up with interviews on either important connectors or randomly selected individuals on the impact of the initiative on social networks and/or information obtained through the initiative.
• Follow up on projects and partnerships that were created because of the initiative in order to gauge depth and strength of impact.

References:
