Homework ahead of the training

What you will do: You will watch the two *Monitoring & Measuring Equity* videos and then reflect on the questions below.

Why: These videos describe the foundational concepts in measuring and monitoring the extent to which our priorities and projects are contributing to social resilience and more equitable outcomes.

Instructions:

After watching the videos, reflect on the following questions.

Feel free to use the handouts provided at the end of this document or the guidance documents for MVP 2.0 to support your reflections.

You can do this reflection on your own or with your Core Team ahead of the training.

1. Why is it important to measure progress towards equity and social resilience in climate resilience efforts? Are there other reasons that you think are important that were not presented in the videos?

2. Why is understanding social justice important to working towards environmental justice?

3. How would you describe the three dimensions of social justice (from Video 1) to someone else who is curious but has not seen the video? What are other dimensions of social justice that you are familiar with?

4. How would you describe the types of benefits you could use to define monitoring and evaluation metrics (from Video 2) to someone else who is curious but has not seen the video?

5. What questions do you have about these concepts?

AGENDA

6:00 pm   Welcome
               Review purpose and agenda

6:10 pm   Q & A: Videos and other materials reviewed

6:20 pm   Examples of identifying benefits; ways to monitor/measure benefits

6:35 pm   Activity #1: Practice identifying benefits

6:55 pm   Share some of your ideas

7:00 pm   Activity #2: Practice identifying ways to measure benefits

7:20 pm   Share some of your ideas

7:25 pm   Next Steps
               If time: reflection on learning and what is main takeaway
               Closing

Do you have a question you would prefer to share anonymously? You can do so at this link:
https://freesuggestionbox.com/pub/flnhwlm

Creating a co-learning environment

The following are agreements that we will hold ourselves accountable to so that we can create an environment where we can learn with and through each other.

Participate as peers: Everyone comes here with different backgrounds and experiences all of which are valued and valuable to our learning together.

Share the air: If you tend to be quiet, you are encouraged to speak. If you tend to be vocal, make sure to step back to let others speak, too.

Be curious: Listen with active curiosity to the ideas we discuss, to each other, and to yourself.

Take the ideas, leave the names: We aim to create a learning space that is free from shame, blame, and attack both in this training and afterwards. Keep "who says what" confidential unless given permission to share with others.

Expect non-closure: This training is just the beginning of your learning. You will continue to have questions and that is ok.

Practice compassion, grace AND take care of impacts: Do your best to give each other the benefit of the doubt and also take responsibility for hurt you may have inadvertently caused.

Aim to be present: Be in the room with us and help us cultivate the energy for learning. To the extent possible, keep your video on and close down any distractions you are able. Take care of your body and do what you need to do to stay present.

Activity #1: Identifying equity and social resilience benefits

What you will do: Practice identifying equity-centered social resilience benefits**.**

Instructions:

1. As a team, select one of the three scenarios below starting on <u>page 5</u>. Feel free to expand on these scenarios, specifically the projects, in ways that make sense for your community. Add any details that make sense to you.

2. Discuss how the project can contribute to equity and social resilience in terms of procedural, distributional, and interactional justice. See **Example** on page 7 and the **Equity Centering Considerations** handout on page 8 for guidance.

3. List all of the potential benefits and co-benefits that can be created by the community-identified project given the scenario provided. See **Example** on page 7 and the **Opportunities for Metrics** handout on page 9 for guidance.

4. If you have time, create a separate list of questions that you believe you need answered to fully understand the possible benefits and co-benefits of the community-identified project.

   NOTE: Not all projects will have all of these benefits or address all equity considerations.

Total time: 15-20 minutes

Activity #2: Monitoring & measuring equity and resilience benefits

What you will do: Practice identifying ways to monitor or measure equity and resilience benefits

Instructions:

1. Based on the scenario and benefits/co-benefits you identified in Activity #1, identify ways to measure and monitor your progress towards achieving those benefits.

    a. Make a list of what you would want to monitor/ measure.

    b. From this, identify how you might be able to monitor/measure those outcomes.

        i. What evidence will you look for?

        ii. What methods will you use? NOTE: There may be various ways to collect evidence or data to monitor and measure benefits.

2. How could the community of concern identified in the scenario be involved in defining what "success" looks like?

    a. How can the community of concern be actively involved in measuring the outcomes and success of the project?

3. Identify the ways you could you regularly report the progress on these measures to the identified community of concern.

    a. When thinking about how to report on progress, use the methods and tools suggested in the Engagement Plan guidance document and the materials provided in Training 2 for inspiration.

4. If you have time, create a separate list of resources you believe you need to monitor and measure your progress towards achieving those benefits as well as you would like.

Total time: 15-20 minutes

Activity Scenarios

Select from any of the three scenarios below for your activity. Feel free to expand on these scenarios, specifically the projects, in ways that make sense for your community. Add any details that make sense to you.

Scenario #1	
Community of concern	Environmental justice neighborhood
Climate risk	Heat
Challenges and vulnerabilities	This EJ neighborhood has a very small tree canopy, especially relative to other parts of the community. The majority of residents are reliant on public transportation, specifically buses. None of the bus stops are sheltered bus stops.
Assets	Many residents work, go to school, or are involved with mutual aid initiatives within the neighborhood. A small community center and local park with a fountain are frequently used as a community gathering space.
Equity risk	Tree canopy projects will focus on wealthier residential areas that have wider sidewalks.
Community identified project	Build sheltered bus stops and plant trees and other vegetation around the bus stop to provide shade and cooling capacity.

Scenario #2	
Community of concern	Residents living in a low income, supervised group housing development for adults living with disabilities, including cognitive and mental health challenges.
Climate risk	Flooding.
Challenges and vulnerabilities	The development is located next to a river just upstream from an old, defunct dam that has been silting up for many years. The parking lots and roads flood with increasing frequency. The flooding prevents residents from leaving the building, prevents staff from getting to or leaving shifts, and delays the support services needed by residents including deliveries.
Assets	A strong sense of community of care exists within the housing development. Staff have training and experience with nature therapy and are seeking more opportunities to put that to use with the residents. A local indigenous community is seeking to reconnect with gathering and ceremonial spaces in the area.
Equity risk	The concerns of recreational boaters and kayakers may be prioritized over flood risks of this community.
Community identified project	Dismantle the dam to reduce flood potential upstream by lowering the baseline of the river. Construct a living shoreline with public access to the river that is accessible for residents and other community members.

Scenario #3	
Community of concern	Limited English speaking/ English language learning, immigrant community
Climate risk	Food insecurity
Challenges and vulnerabilities	A combination of poverty, high housing costs, and job insecurity forces many households in this community to be food insecure. In addition, many households do not qualify or apply for SNAP assistance as a result of their immigration status or fear of losing opportunities for a pathway to citizenship. Schools provide the majority of meals for school-age children during the school year only. Food banks are not viewed as trustworthy. Immigrant community members have experienced harassment and neglect from US American residents.
Assets	Many immigrant community members have experience with gardening and agriculture. There is a strong sense of community care within the regional immigrant community. A couple of churches, a few small businesses, one small non-profit, and a few trusted bilingual community residents have served as anchor institutions and organizers of mutual aid.
Equity risk	Food security resources will be directed at large regional food banks and food pantries that do not serve or are not trusted by this community.
Community identified project	Construct a community garden and food forest that provide a safe community gathering space for immigrant residents and that would be stewarded by local residents with the support of a trusted community-based organization. Incorporate an outdoor food kitchen to support community education projects related to gardening, cooking, and nutrition.

Example

> **Community of concern:** Environmental Justice neighborhoods
>
> **Climate risk:** Urban flooding
>
> **Challenges/ Vulnerabilities:** The EJ neighborhoods in this municipality have the oldest water and sewer infrastructure in the area. This infrastructure suffers from extended deferred maintenance.
>
> **Assets:** Several community members are actively engaged within their neighborhoods. Several residents, including young people, are seeking reliable jobs that do not require a college education.
>
> **Equity Risk:** Initiatives may prioritize wealthier neighborhoods and inadvertently exacerbate inequities in climate impacts.
>
> **Community identified project:** Stormwater and sewer infrastructure improvements

How can this project contribute to equity/ social resilience?

Procedural considerations:

Community groups and residents are engaged in a vulnerability assessment to identify flood prone areas in need of sewer and stormwater upgrades to meet future climate projections.

Interactional considerations:

Community liaisons from EJ neighborhoods in need of sewer and stormwater improvements described feeling included as equal team members in designing the decision-making rubric for the vulnerability assessment.

Distributional considerations:

The decision-making rubric prioritizes EJ neighborhoods in the implementation of these improvements.

Workforce development opportunities were developed and local residents were recruited for job openings in the public works department.

Local businesses were contracted with to provide food for community engagement activities.

What equity-centered, social resilience benefits could this project create?

Direct benefits:

Less urban flooding in high risk EJ neighborhoods.

Co-Benefits:

Increased job opportunities for residents in EJ neighborhoods.

Interactional benefits:

New relationships beginning to be built across the municipality.

Residents of EJ neighborhoods begin to build trust in the municipality.

Monetary benefits:

Avoided costs of flood damage.

Revenue to local businesses.

Short-term benefits:

Revenue to local businesses.

Long-term benefits:

Reduced flooding and associated avoided costs. New relationships beginning to be built.

Tangible benefits:

Reduced flooding and associated avoided costs. Revenue to local businesses.

Higher employment rate among residents in EJ neighborhoods.

Intangible benefits:

New relationships beginning to be built.

Residents of EJ neighborhoods begin to build trust in the municipality.

7

Equity Centering Considerations

Procedural	Distributional	Interactional

How EJ neighborhoods/ priority populations were engaged in decision-making processes.
 	
How information was shared.
 	
Ensuring information was understood.
 	
Content of emergency preparedness and response plans addresses:
 	
• Collaboration with EJ neighborhoods/ priority populations in the development of plans, disaster mitigation, response, and recovery.
• Communications: access to communication lifelines, particularly cell phone services.
• Shelter/housing: Post-disaster housing improvements for climate mitigation and adaptation; during and post-disaster short-term sheltering.
• Food access: Post-disaster emergency food access; post-disaster urban farming/ agricultural sustainability.
• Transportation: Post-disaster climate mitigation, adaptation, and access improvements; disaster transportation.
• Healthcare access: Post-disaster public health and healthcare planning for response and recovery; healthcare access during and post-disaster emergencies.
	Who benefits and how?
	
	Who is burdened and how?
	
	Vulnerability conditions to consider:
	
	   Housing security/ affordability
	   Food security/ access
	   Jobs/ wages
	   Entrepreneurship
	   Small business development
	   Educational systems & facilities
	   Physical, emotional, mental health care access
	
	Ability to prevent exposure, cope with, or recover from:
	
	   Heat exposure
	   Flood risk
	   Fire risk
	   Drought risk
	   Infectious disease
	   Other climate change impacts
	
	Disruptions to:
	
	   Physical lifelines (e.g., infrastructure)
	   Social lifelines (e.g., social connections)
		Building new relationships
		
		(Re)Building trust
		
		Sense of mutual respect
		
		Participation in other leadership opportunities within the community
		
		Influence on decision-making

Opportunities for Metrics

Direct benefits

Directly reduce the impacts of climate change (e.g., flood mitigation or adaptation, heat resilience, etc.)

Co-benefits

Additional social benefits created that are not included in the goals (e.g., although not planned for, addresses some root cause of a social vulnerability or strengthens an existing asset in an EJ neighborhood/ priority population)

Interactional benefits

Expanding meaningful opportunities for engagement, relationship building, and trust building (e.g., the process supports new community relationships or partnerships)

Monetary benefits

Can be expressed in dollars (e.g., amount on money saved because of reductions in property damage from flooding; amount of money invested in community capacity building; workforce development/jobs created or contracts with community organizations and businesses).

One-time/ Short-term benefits

One-time reduction in a condition of vulnerability or benefit to a vulnerable community (e.g., jobs created to build the resilience project).

Ongoing/ Long-term benefits

Continuing decreases in the problem or increases in benefits (e.g., decrease in asthma visits to the emergency department due to increased access to public transit; or decrease in food insecurity because a community garden with funding for long-term sustainability was integrated into the project).

Tangible benefits

Can be counted and quantified (e.g., number of residents funded to participate in capacity building; or number of contracts with underrepresented vendors or community organizations to support the project).

Intangible benefits

Is experienced and qualitatively assessed (e.g., the sense of greater trust in local government).