This framework draws from [Critical Race Theory](#), [Multnomah County's Equity & Empowerment Lens](#) & the [City of Portland, Oregon's Climate Action Plan Equity Considerations](#).

This guide is designed to infuse equity throughout the climate action planning process, including stakeholder engagement and strategy development and prioritization. Consider discussing and applying all or some of these guiding questions throughout the process:

Purpose: How does this center equity and align with the CAP vision, college, mission and values?

- What is the "why" for this effort or strategy and how is it informed?
- How does it support or pose a barrier to our PCC core mission and values?
- How does it support or pose a barrier to our Climate Action Plan mission?
- How does it support or pose a barrier to equitable student success?

PCC College Mission
Portland Community College supports student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity and inclusion.

PCC Climate Action Plan Mission
PCC provides climate education, green workforce development, carbon neutral operations and advances collective action to confront the global climate crisis in support of a Just Transition.

PCC Climate Action Plan Vision Statement
PCC envisions an equity-focused transition to a resilient, thriving society with net-zero greenhouse gas emissions that addresses historical injustices, through education and empowering a diverse community to engage in climate action.

Power: How does this address power dynamics to increase shared benefits and reduce disproportionate impacts?

- **Power:** With race at the center of our equity analysis, who has power in this effort or strategy?
- **Benefits:** Who ultimately benefits from this approach?
  - Can the benefits of the proposed action be targeted in progressive ways to reduce historical or current disparities?
  - Can this action help address legacies of environmental racism and inequitable funding?
- **Impacts:** Who has less power and how are those with less power impacted by this approach?
  - Does the proposed action generate burdens (including costs), either directly or indirectly, to communities of color or untapped populations *(at PCC and in the communities **where** PCC operates and serves)*?
  - How might we shift or modify our proposal to better support equity?

Place: How does this foster place-based equity?

- **Resources:** How have resources and investments been historically distributed in a process like this?

- **Impacts:** What financial, social, cultural and/or environmental impacts should be considered in our strategies?
  - How have local authorities (the City of Portland, Multnomah County, schools and other institutions) **invested** in green space, public transportation, reduced cost housing, creating an inclusive space, etc?
  - Are **pollution and poverty** equitably distributed within the city?
  - What might this project do to mitigate or reverse those impacts?
  - What cultural and social circumstances are relevant in this neighborhood?
- **Accessibility:** Are the benefits of the proposed action broadly accessible to the college community — particularly communities of color, low-income students and staff and folks with varying degrees of ability?

Process: How does this promote an equitable process and align with local and broader community and climate action work?

- **Alignment and partnership:** Does the proposed action help build community capacity and/or align with and support existing priorities, creating an opportunity to leverage resources and build collaborative partnerships?
  - Does the proposed action help foster the building of effective, long-term relationships and trust between diverse stakeholders and the college community?
- **Accountability:** Does the proposed action have appropriate accountability mechanisms to ensure that communities of color and untapped communities will equitably benefit and not be disproportionately harmed?
- **Engagement:** Does the proposed action engage and empower communities of color and untapped populations in a meaningful, authentic and culturally appropriate manner?
- **Flexibility:** Is the proposed action flexible with changing circumstances? How can it be future proofed against disaster, shifting climate, pandemic, earthquake, civil unrest, etc?
- **Consensus-based decision making**: Is there consensus on the proposed action?
  - Practice Fist of Five Voting Method

People: How does this foster inclusive stakeholder engagement in support of equity?

- **Inclusive stakeholder engagement:** Identify all stakeholders, collaborators and potential solutions.
  - Who is already here? Who is not? Are the appropriate stakeholders at the table? Use the identity cards to help you as well as your knowledge of your stakeholders roles and responsibilities.
  - What relevant community groups are working on these initiatives or operate within this area?
  - Identity cards may be helpful here.
- **Untapped voices:** Have historically untapped voices been prioritized in the decision-making process?
- **Student voice:** Can the proposed action support students in having a voice in the regional discussion on climate change and resiliency?
- **Economic opportunity and staff diversity:** Does the proposed action support communities of color and untapped populations through workforce development, contracting opportunities or the increased diversity of college students and or/employees?