

## Group 6 - Information for Discussion Leaders

### PROGRAM PLANNING for the year June 1, 2022 - May 31, 2023

Tuesday, January 25, 2022, at 9:30 am on Zoom

Discussion Leaders: **Audrey Zunkel-deCoursey** and **Carolyn Buppert**

### ORGANIZATIONAL EQUITY

#### Topics for discussion:

- **Diversity, equity and inclusion (DEI)**
- **LGBTQ, BIPOC and gender equity**
- **Being “Women Voters”**

On January 25, 2022, your group will look at the following LWVUS and LWVPDX positions regarding the 3 topics for discussion (above) and will make recommendations on each League position to **retain** as is, **drop** the position, **update** the position, **restudy** it or recommend a new **study** of it. You are asked also to recommend topics, if any, for Civic Ed programs, for formation of an Interest Group and for Action Committee consideration.

Included with this information are the **Definitions** of League terms for 2022-2023 and the **Report Form** to be completed by a discussion leader and returned to [units@lwcpx.org](mailto:units@lwcpx.org) at the end of the meeting.

#### **LWVUS positions**

Equality of Opportunity  
Non-discrimination and Affirmative Action  
Pay Equity  
Equal Rights for Women  
Same Gender Equity

#### **LWVPDX positions**

Teenaged Girls at Risk  
Juvenile Justice (#4)

**If your group has a topic for which there is no LWVUS or LWVPDX position, the League cannot advocate for public policy or legislative changes on that topic.** If your group believes we need to develop a position on a topic, you may recommend a study or a concurrence with a position from another state or local League. Your recommendation must be approved by the League membership before it is adopted.

Here is the link to the most recent LWVUS positions:

<https://www.lwv.org/sites/default/files/2020-12/LWV-impact-2020.pdf>

To read more about the history of each position or look up other positions, click on this blue link to the LWVUS Impact on Issues; then click on the page # of the LWVUS position you want to see.

## **LWVUS POLICIES AND POSITIONS**

### **DIVERSITY, EQUITY AND INCLUSION LENS - LWVUS**

**The DEI lens is a way of examining a program, a process, a product, or otherwise in relation to how it will be perceived by a variety of communities, voices, and perspectives, and what barriers may exist that are preventing it from being equitable or inclusive to everyone. All League work should be examined through this lens to best ensure that we are reaching the full diversity within League communities and are being equitable and inclusive in how we approach and execute our work.**

**Applying a DEI lens asks that you consider the following key questions:**

**1. Who is involved in the process? Leagues should consider whether this work impacts a group or community, and is their voice represented and how diverse is the group of decision makers who represent a variety of relevant viewpoints.**

**2. Who will be impacted? Leagues should consider who benefits from this, how it helps meet the needs of underserved voters, and how we address various specific marginalized groups and how they'll be impacted.**

**3. What are the intended and unintended outcomes? Leagues should consider the issue we are trying to solve, what we hope will happen, what the potential negative impacts are, who could be hurt by this, what data or evidence supports this, and how might this be perceived by others.**

**4. Does this align with our vision for an equitable and inclusive organization? Leagues should consider how equity is addressed, what barriers might this place in the way of achieving equity, and how does this impact the organization's culture.**

**5. What changes could be made to make this more equitable? Leagues should consider what the short and long-term goals are, what policies or bylaws need to be added or amended, what the benefits to members are, and what the benefits are for partners and/or members of the community.**

**Leagues should be aware that this process will take more time in the beginning, but as the DEI lens is regularly applied it will become easier to move through the questions, identify opportunities, and react in a way that bolsters DEI. In instances where Leagues go through the questions and find that the DEI lens is not present fully or partially, Leagues should work to include as many factors as possible and consider obstacles that led to gaps in one area versus others and how to continue to build upon this work anytime the League is taking action.**

**When applying the DEI lens to events, Leagues should consult the DEI checklist, [https://www.lwv.org/sites/default/files/2019-10/deichecklist\\_module2.pdf](https://www.lwv.org/sites/default/files/2019-10/deichecklist_module2.pdf).**

## **Equality of Opportunity**

**The League's Position Statement of Position on Equality of Opportunity, as revised by the National Board in January 1989, based on positions announced by the National Board in January 1969,**

**adopted by the 1972 Convention, expanded by the 1980 Convention and the 2010 Convention:**

**The League of Women Voters of the United States believes that the federal government shares with other levels of government the responsibility to provide equality of opportunity for education, employment, and housing for all persons in the United States regardless of their race, color, gender, religion, national origin, age, sexual orientation, or disability. Employment opportunities in modern, technological societies are closely related to education; therefore, the League supports federal programs to increase the education and training of disadvantaged people. The League supports federal efforts to prevent and/or remove discrimination in education, employment, and housing and to help communities bring about racial integration of their school systems. The League of Women Voters of the United States supports equal rights for all regardless of sex.**

**The League supports action to bring laws into compliance with the ERA:**

- a) to eliminate or amend those laws that have the effect of discriminating on the basis of sex;**
- b) to promote laws that support the goals of the ERA;**
- c) to strengthen the enforcement of such existing laws.**

**The League of Women Voters of the United States supports equal rights for all under state and federal law. LWVUS supports legislation to equalize the legal rights, obligations, and benefits available to samegender couples with those available to heterosexual couples.**

**LWVUS supports legislation to permit same-gender couples to marry under civil law. The League believes that the civil status of marriage is already clearly distinguished from the religious institution of marriage and that religious rights will be preserved. See also Further Guidance and Criteria when interpreting this position.**

## **Employment**

**The League has supported federal job training programs and is on record in favor of a full employment policy, i.e., the concept of assuring a job for all those able and seeking to work. In 1978, the League supported passage of the Humphrey-Hawkins bill to promote full employment. The League supported the public service employment (PSE) component of the Comprehensive Employment and Training Program (CETA) during the 1970s and worked for the passage of emergency jobs legislation in 1983, spearheading a “Call to Action for Jobs for Women” that resulted in more 117 funding for the types of public-service jobs that women traditionally perform. In 1994, the League unsuccessfully supported passage of the Infrastructure Jobs Act and the Full Employment Opportunity Act, both targeted specifically toward urban areas.**

## **Fair Housing**

**The League made passage of the Fair Housing Amendments a priority in 1980. The legislation passed the House but was filibustered in the Senate. Another attempt in 1983-84 was put on hold in light of more pressing civil rights issues. The League also supported reauthorization of the Home Mortgage Disclosure Act (HMDA) in 1982. LWVEF participation in a Department of Housing and Urban Development (HUD)-funded project in 1979-81 enabled local Leagues to promote the entry of women into the mortgage credit market and sparked interest in the problems of single-headed households, displaced homemakers, and discrimination against families with children. Also in the 1980s, LWV supported prohibitions on housing discrimination against families with children. In 2005, the League urged Congress to create the Affordable Housing Fund, a long overdue step toward addressing the housing crisis that confronts very low- and extremely low-income families. It also urged House members to protect activities of the nonprofit groups providing the bulk of housing services for our poorest communities.**

## **Nondiscrimination & Affirmative Action**

Through legislative and regulatory approaches, as well as litigation, the League advocates affirmative action programs for minorities and women. Action has included a lawsuit to compel the U.S. Department of Labor (DOL) to issue goals and timetables governing the employment of women in nontraditional jobs and apprenticeship programs and prodding to ensure enforcement. The League has worked to combat administrative initiatives to restrict the enforcement authority of DOL's Office of Federal Contract Compliance Programs (OFCCP) and the Equal Employment Opportunity Commission (EEOC). Since 1977, the League has supported measures to combat employment discrimination in Congress itself. The League has been outspoken in supporting affirmative action programs and policies. That support has included filing amicus briefs in key affirmative action lawsuits, including *Kaiser Aluminum and Chemical Corp. v. Weber* in 1979, *Boston Firefighters Union, Local 718 v. Boston Chapter NAACP* in 1983, *Firefighters Local Union No. 1784 v. Stotts* in 1984, and *Williams v. City of New Orleans* in 1983. The League has actively opposed attempts by OFCCP to weaken regulations that govern the federal contract compliance program. During the 1985-86 Supreme Court term, the League filed amicus briefs in three key affirmative action cases: *Local 28 Sheet Metal Workers v. EEOC*, *Local 93 International Association of Firefighters v. City of Cleveland*, and *Wygant v. Jackson Board of Education*. The Court reaffirmed the validity of voluntary race-based affirmative action in these cases. In 1986, LWVUS signed onto another amicus brief filed in the U.S. Supreme Court, *Johnson v. Transportation Agency*. In 1987, the Court held that public employers may adopt voluntary affirmative action plans to attain work force balances in traditionally segregated job categories—the first instance in which the Supreme Court upheld a gender-based affirmative action plan. In

**1988, the League participated in a Supreme Court amicus brief in *Patterson v. McLean Credit Union*. In its 1989 decision, the Court reaffirmed that Section 1981 of the Civil Rights Act of 1986, which prohibits racial discrimination in contracts, applies to private acts of discrimination. However, the Court also held that Section 1981 does not apply to racial harassment or other discriminatory working conditions that arise after an employment contract has been entered. Between 1984 and 1988, the League was an active player in successfully urging Congress to pass the Civil Rights Restoration Act, which restored four anti-discrimination laws that were narrowed by the Supreme Court's 1984 *Grove City v. Bell* decision. Subsequently, the League endorsed the Civil Rights Act, which reversed a series of 1989 Supreme Court decisions that seriously weakened federal employment discrimination laws, and strengthened protections under federal civil rights laws. In 1990, the bill passed both Houses of Congress but was vetoed by the President. In 1991 a compromise bill was passed by Congress and signed by the President. The League did not actively support this bill, in part because it placed a monetary limit on damages for sex discrimination, including sexual harassment. In 1992, the League joined other groups in supporting the Equal Remedies Act, which would remove the monetary limit on damages in civil rights laws. In response to continued congressional attacks, the League joined other concerned organizations in the Leadership Conference on Civil and Human Rights to reaffirm strong support for affirmative action programs.**

**In 2008, the League joined other organizations in support of the Americans with Disabilities Act (ADA) Amendments Act of 2008 (ADAAA), designed to restore the ADA to its original intent and ensure coverage for disabled Americans in all aspects of society. The bill was passed and signed into law. In 2012, the League joined an amicus brief in *Fisher v. University of Texas*, an affirmative action**

case before the Supreme Court, urging the Court to recognize that diversity in higher education is crucial for the success of our multi-racial democracy. The League continued to support this line of cases and in 2019 joined a group of social justice organizations in support of *Bostock v. Clayton County, et al.*, a trio of cases challenging whether anti-LGBTQ discrimination is a form of sex discrimination in order to demonstrate to the court the importance of this issue to civil rights litigation nationwide.

In addition, the League has condemned discrimination and hate, speaking out against white supremacists in Charlottesville, VA asking Congress to demilitarize our immigration enforcement and not build a border wall.

The League has also urged Congress to support S. 2403, the No Hate Act. Delegates to Convention 2020 passed a resolution around social justice reform. The resolution states:

We Resolve First, That the League advocates against systemic racism in the justice system and, at a minimum, for preventing excessive force and brutality by law enforcement. We also call for prompt actions by all League members to advocate within every level of government to eradicate systemic racism, and the harm that it causes;

We Resolve Second, That the League help our elected officials and all Americans recognize these truths to be self-evident; that Black, Indigenous and all people of color (BIPOC) deserve equal protection under the law; and that we demand solutions for the terrible wrongs done, so that regardless of race, ethnicity, religion, disability, and gender identity or sexual orientation we may truly become a nation “indivisible, with liberty and justice for all.”



## Pay Equity

League work on pay equity (equal pay for jobs of comparable worth) stemmed from member concern over the feminization of poverty. The League played a key role at the national level through its work with the broad-based National Committee on Pay Equity in the 1980s. In 1986, LWVEF participated in an amicus brief before the U.S. Supreme Court in the pay equity case, *Bazemore v. Friday*. The Court ruled a state agency may be held liable for disparities in salaries between Black and white employees, even if the disparities were caused by racial discrimination that occurred before the 1964 Civil Rights Act. State and local Leagues also have endorsed legislative efforts to undertake job evaluation studies, to implement pay equity for both public and private employees and prohibit questions about salary history

## Equal Rights for Women

In 1972, shortly after congressional passage of the Equal Rights Amendment (ERA), the national Convention overwhelmingly approved support of “equal rights for all regardless of sex” as a necessary extension of the League’s long-term support for equal opportunity for all. Delegates also voted to support the ERA. With this decisive action, the League came full circle in giving priority support once again to equal rights for women and men. The foremothers of the women’s movement, in their 1848 Conventions at Seneca Falls and Rochester, New York, rooted the movement in a demand for women’s equality before the law. The right to vote came to be seen as the key that would unlock the door to the other rights. This vision sustained the National American Woman Suffrage Association (NAWSA), the forerunner of the League. When the 19th Amendment was passed in 1920, suffrage leaders divided on strategy. Some founded the National

**Woman's Party, which sponsored the first ERA, introduced in Congress in 1923. Others—the founders of the League among them—decided not to push for an ERA. It's hard for League members now to imagine the time in which the League opposed the ERA. However, at the League's 1921 Convention, delegates decided that an ERA might adversely affect new and hard-won state labor legislation, which offered some protection to tens of thousands of women working in nonunionized, unskilled jobs. Moreover, though it was an organization of women, the early LWV wanted to affirm strongly that its interests and lobbying activities were not confined to women's issues.**

**The League in the 1920s and 1930s set the stage for future program development by focusing on a broad range of social issues. Many were, of course, of obvious concern for women: the Sheppard-Towner Act, which provided for**

- **federally funded infant and maternity care;**
- **the removal of discrimination against women in immigration and naturalization laws;**
- **equality for women in the Civil Service Classification Act;**
- **equal pay for equal work.**

**During the same period, local and state LEagues worked to eliminate sex discrimination affecting jury duty, property rights, the treatment of women offenders, and a number of other issues. Through the 1940s, the national League program included “removal of legal and administrative discriminations against women,” but retained the statement in opposition to an ERA until 1954 when the national program was restructured and removed its opposition.**

**As the League became active in the civil rights struggle of the 1960s, members grew acutely aware of the parallels between the status of women and minorities. Many state and local Leagues pursued**

women's issues with new vigor, and a strong push for women's issues developed at the national level, culminating in the 1972 Convention's action to support the ERA. Subsequent Conventions have reaffirmed the League's commitment to the ERA.

The 1980 Convention took the League's commitment a step further, voting to use the new supportive ERA position as a basis not only for ratification efforts, but also to work on gender-based discrimination and actively work to bring laws into compliance with the goals of the ERA. In 1972, lobbying for ratification—and against rescission—on a state-by-state basis became a top League priority at the national and state levels. In 1979, LWVUS organized the National Business Council (NBC) for ERA, the first formal structure to bring major business leaders into the fight for ratification. In 1981 under an LWVUS/NBC partnership, a volunteer task force of advertising executives developed and produced radio ads designed to “sell” the ERA in seven unratified states. Throughout the media campaign, LWVUS provided extensive technical and financial assistance to state Leagues and ERA coalitions, and worked to organize business efforts in the states. The ratification process was not completed by the June 30, 1982 deadline set by Congress, but the League's support of a constitutional guarantee of equal protection under the law remains strong.

The League supported reintroduction of the ERA in Congress in 1982 and helped lead a lobbying effort that culminated in a narrow November 1983 defeat in the House. In July 1993, the League signed on to an amicus brief in the Supreme Court case, *J.E.B. v. T.B.*, which argued that sex discrimination in jury selection is prohibited by the Equal Protection Clause of the 14th Amendment of the U.S. Constitution. League participation was based on support for actions to bring laws into compliance with the ERA.

**In 1994, the Supreme Court agreed, ruling that state laws allowing jury challenges based solely on sex are unconstitutional. The League continued to work to achieve the goals of the expanded ERA position while laying the groundwork for passage and ratification of the ERA in the 1980s and 1990s. Issues focused on fighting for pay equity and support for the Economic Equity Act, which includes provisions to eliminate sex discrimination in pensions and insurance. In 1996, the League endorsed the Women’s Pension Equity Act, legislation designed to make pension law simpler and more even-handed.**

**Convention 2018, again, voiced strong support for final ratification of the ERA after the support of the 37th state, Illinois, pushed the amendment toward the finish line. In 2020, Virginia became the 38th state to ratify the ERA crossing the necessary threshold for the ERA to become a constitutional amendment. LWFVUS supported legislation introduced in Congress to remove the ratification deadline.**

**As of this publication, the legislation has not yet been passed. LWFVUS continues to connect Leaguers across the country working on this issue to push for additional state ratifications while examining next steps at the federal level.**

**On the international front, the League of Women Voters supports the United Nations Convention for the Elimination of All Forms of Discrimination Against Women (CEDAW) and is on the Steering Committee of the NGO UNICEF Working Group on Girls at the UN, which formed an International Network for Girls, a global advocacy network.**

## **Same Gender Equality**

The 1992 Convention added language to the Equality of Opportunity position, stating that it referred to “all persons, regardless of their race, color, gender, religion, national origin, age, sexual orientation, or disability.” In July 1992, LWVUS joined the National Endorsement Campaign in calling for the extension of existing civil rights laws by local, state, and federal legislation to prohibit discrimination against lesbians and gay men in jobs, housing, and public accommodations. In the 106th Congress (1999-2001), LWVUS supported federal legislation targeting hate crimes. In 2004 and 2006, the League opposed the Federal Marriage Amendment, which would permanently write discrimination into the United States Constitution by limiting fundamental protections such as health care benefits for same-sex partners. Convention 2010 added language to the Equality of Opportunity position to equalize the rights of same-gender couples to those of heterosexual couples.

## **Education Integration**

The League is committed to racial integration of schools as a necessary condition for equal access to education. When busing became one means of achieving school desegregation, Leagues worked to ensure that laws were obeyed peacefully—building coalitions, running rumor-control centers, sometimes going to court to gain compliance. At the national level, the League worked to oppose antibusing/antidesegregation initiatives in Congress. The League served as an amicus in Supreme Court challenges to the desegregation process. LWVEF maintained a desegregation clearinghouse and assembled League leaders and national policy experts for a workshop on metropolitan school desegregation in 1982-84.

## **Quality Education**

**The 1974-76 LWFVUS Program included the phrase “equal access to quality education,” reflecting League recognition that “equality” and “quality” are inseparable. However, LWFVUS has never undertaken a process for determining a common League definition of quality education that could serve as a basis for action nationwide.**

**Therefore, when the definition of quality is a key factor in a state or local community, a local or state League must conduct its own study rather than relying on the LWFVUS position to take action. Many Leagues that have member agreement on quality education in specific terms use their positions to support an array of local and state educational reforms.**

**A number of Leagues have used this position to oppose private school vouchers. LWFVUS is a member of the National Coalition for Public Education, which opposes vouchers.**

## **Tuition Tax Credits**

**The 1978 Convention directed the National Board to oppose tax credits for families of children attending private elementary and secondary schools. Convention action was based on League support for equal access to education and support for desegregation as a means of promoting equal access. The League is concerned about the negative impact that tuition tax credits would have on the public schools by encouraging flight, particularly from desegregated schools.**

**The League also supports federal efforts through Internal Revenue Service (IRS) regulation to deny tax-exempt status to racially discriminatory “segregation academies.”**

## **Federal Programs**

The League supports many federal education programs, some designed to meet the special educational needs of the poor and minorities and others to give women and minorities equal education opportunities. In 2012, the League conducted a study further defining the role of the federal government in education. See page 75 for that position.

The League worked for passage of Title IX of the Education Amendments of 1972, which prohibits sex discrimination in educational institutions that receive federal aid. Subsequently, the League has focused on thwarting congressional attempts to dilute Title IX, as well as on advancing federal enforcement efforts. At the national level, the League was active in major court challenges to Title IX, defending key provisions and urging a broad interpretation of Title IX's scope. In 1983, the League filed an amicus brief in *Grove City College v. Bell*, a major Supreme Court case that narrowed considerably the prohibitions of Title IX. In 1984, after the Court's decision, the League supported efforts in Congress for new legislation clarifying congressional intent on the scope of coverage of Title IX and similar civil rights statutes. In 2003, the League responded to a Department of Education effort to scale back Title IX. LWVUS opposed attempts to weaken the law and lobbied in support of congressional resolutions affirming that Title IX had made great progress in establishing equal opportunity for girls and women in education and in school athletics.

In July 2003, the Department of Education affirmed its support for Title IX without change. In September 2004, LWVUS signed on to an amicus brief in *Jackson v. Birmingham Board of Education*,

supporting Title IX's original intent of broad and effective protection against gender discrimination by ensuring that individuals who bring discriminatory practices to light are protected from retaliation and reprisal.

Under an LWVEF project to monitor sex equity in vocational education programs in 1981-82, several state Leagues evaluated progress toward meeting federal sex-equity mandates. Vocational education programs have significant impact on employment, particularly for women who have difficulty gaining access to training programs for higher paying jobs. In addition, LWV promoted the enrollment of girls and young women in math and science courses to prepare them for the jobs of the future.

### **Education Financing**

Many state and local Leagues have identified inequities in education financing during the course of their own program studies and have worked for reforms. Action on school financing equity takes place predominantly at the state level, where school financing laws are made.

**FURTHER GUIDELINES AND CRITERIA FOR USING THE EQUALITY OF OPPORTUNITY POSITIONS** In more specific terms, the kinds of programs the League supports include:

- Programs in basic education, occupational education, and retraining when needed at any point of an individual's working career.
- Expanded opportunities in apprenticeship and on-the-job training programs.
- Child-care centers for preschool children to give parents the opportunity for employment.
- Greatly increased educational opportunity through compensatory programs for disadvantaged groups beginning at the preschool level and extending through secondary education.



- **Federal financial aid to help needy students remain in high school and to take advantage of post-high school training and education.**
- **A regional approach to problems of economically depressed areas that cuts across state lines.**

**This approach can be handled administratively by such means as interstate cooperation or more formal interstate compacts, or commissions made up of representatives of state and federal governments. Development programs should reflect the needs of the particular area and can include such measures as provision of education and training for available jobs, encouragement of new industry in the area, development and conservation of natural resources, and the building of public facilities.**

- **Programs that would inform individuals of their civil rights in education, employment, and housing, and of the opportunities open to them.**
- **Full use of mediation and conciliation in efforts to bring about integration of minority groups into full participation in community life.**
- **A federal clearinghouse for the exchange of information on solutions communities have found to problems of integration in employment, education, and housing.**
- **Programs to bring about effective integration of schools through federal technical assistance such as training programs and institutes for teachers and school administrators.**
- **Withholding federal funds from school districts that fail to meet realistic and effective guidelines and standards for school integration.**
- **Withholding government contracts from businesses and industries that discriminate in employment.**
- **An effective federal fair employment practices agency.**
- **Education and Employment Criteria**

**In evaluating federal programs that have been, or will be, established to provide equality of opportunity for education and employment, the League will support those programs that largely fulfill the following criteria:**

- The nationwide effort to achieve equality of opportunity in education and employment should include participation of government at all levels and encourage the participation of private institutions.
- Programs should be carefully tailored to the educational or employment needs of the people they are intended to reach.
- People for whom community action programs are designed should be involved in the planning and implementation of those programs.
- The programs should be carried out by personnel competent to meet the specific requirements of their jobs.
- Programs should assist people to become self-supporting, contributing members of society.
- The programs should be nondiscriminatory with provisions for enforcement.
- Research, pilot projects, and continuing evaluation should be encouraged and, where feasible, built into programs.
- Programs may be closely related but should avoid unnecessary duplication.
- State and local governments should contribute to the extent their resources permit; at the same time, adequate federal funds for the establishment and continuation of programs should be available if necessary.

### **Fair Housing Criteria**

The following criteria should be applied to programs and policies to provide equal opportunity for access to housing without discrimination:

- Opportunities for purchase or renting of homes, and for borrowing money for housing should not be restricted because of discriminatory reasons such as race, color, sex, religion, or national origin.

- **Responsibility in the nationwide effort to achieve equality of opportunity for access to housing resides with government at all levels and with the private sector—builders, lending institutions, realtors, labor unions, business and industry, news media, civic organizations, educational institutions, churches, and private citizens.**
- **The continued existence of patterns of discrimination depends on the covert support of community leaders, institutions, and residents. Award or withdrawal of federal contracts and placement of federal installations should be used as levers to change this covert support.**
- **After positive steps such as mediation and conciliation have been exhausted, the federal government should have the option for selective withholding of federal funds where patterns of discrimination in access to housing occur.**

**In applying the option to withhold funds, the federal government should weigh the effects of its actions on the welfare of lower-income and minority groups.**

- **Federal programs should include provisions to guarantee equal opportunity for access to housing. Federal funds should not be used to perpetuate discrimination.**
- **In the enforcement of fair-housing laws, speedy resolution should be ensured. Administrative procedures and responsibilities should be clearly defined and widely publicized.**
- **Mediation and legal redress should be readily available. The process should ensure every possible protection for both complainant and persons or institutions against whom complaints are lodged. Avenues for mediation and legal redress should be widely publicized and should be easily accessible.**
- **Funding should be adequate to provide trained and competent staff for public education to inform citizens of the provisions of fair-housing legislation, of their fair-housing rights and of procedures**

to be followed in securing them. Adequate funding should also be available for mediation and for all aspects of speedy enforcement.

- There should be continued evaluation to provide a basis for revision and strengthening of all procedures so that equality of opportunity for access to housing can be accomplished.

Here is the link to the most recent LWVPDX positions:

<https://lwvpdx.org/wp-content/uploads/2021/09/LWVPDX-Positions-Sept-2021.pdf>

## **LWVPDX POSITIONS**

### **Teenage Girls at Risk (1995)**

The League of Women Voters of Portland, Oregon supports equal access to appropriate services for at risk girls and boys. These services should be comprehensive in nature and should include outreach, treatment and followup.

We support:

- Appropriate services that include consideration of gender, developmental phase, intellectual capacity, cultural identification, sexual orientation, as well as mental and physical clinical considerations.
- A comprehensive service directory plan that includes outreach, emergency services, case management, individual and family counseling, housing and follow-up. Effectiveness of these programs should be evaluated periodically.
- Emphasis on early detection and prevention of child abuse. • The teaching of parenting skills.
- Strategies to prevent teenage pregnancy which include the following: school-based health centers, sex education programs, teacher training, and the availability of a range of contraceptives at the schoolbased health clinics.

- **Group homes and improved foster care for youth under age 16 in need of housing. Group homes as part of transition services for youth leaving residential treatment programs.**
- **Gender specific drug and alcohol treatment programs.**

### **Juvenile Justice (2006, 2003, 1997)**

**1. The general goals and characteristics of the juvenile justice system should be to:**

- **Protect the public.**
- **Stress programs for prevention, early intervention and treatment for delinquents and at-risk youth.**

**These programs should provide care, guidance, treatment and control to promote the child's welfare.**

- **Provide fair and impartial procedures.**
- **Promote personal responsibility and accountability for one's delinquent acts.**
- **Reform and rehabilitate offenders.**
- **Promote swift and decisive intervention.**
- **Maintain an open and accountable system.**
- **Stress alternatives to detention or incarceration.**

**2. We believe that mandatory minimum sentencing for a broad range of juvenile crimes is not a desirable goal of the juvenile justice system. The justice system should have some flexibility to consider a youth's family circumstances and personal history. There should be guidelines for sentencing to encourage equal sentences for equal offenses, but these should not be mandatory.**

**3. We support the adoption of a "second look" concept for 15- to 17-year-olds convicted of Measure 11 offenses. The purpose of this "second look" should be to encourage rehabilitation. The decision to reduce a sentence should be made in a court hearing before a judge and based on testimony from a panel of professionals acquainted with the case.**

**4. Although the over-representation of minorities in the Multnomah County Juvenile Justice system is due in large part to societal problems, we agree with justice officials that the justice system should work to correct this imbalance in the following ways suggested by Krisberg and Austin in their publication Reinventing Juvenile Justice:**

- Increase the ethnic balance in law enforcement, probation and court agencies.**
- Require cultural sensitivity training for police, probation officers and judges.**
- Establish drug treatment programs and make them readily available. • Create job training and placement programs.**
- Increase involvement of minority communities in police work.**
- Establish family support services in minority communities.**
- Build mentoring programs for at-risk youth.**

**5. Services of the justice system, such as parent effectiveness classes, should be extended to family members of youth involved with the justice system. Punishment of parents for the acts of their children should occur only after all other efforts have proved ineffective. An array of possible penalties in addition to financial fines should be available to provide a flexible response to gaining parental cooperation.**

**6. Youth under the age of 18 should not be subject to automatic waiver to adult court. Youth under 15 should be assumed incapable of understanding the legal system adequately to stand trial in adult court. All other juveniles should be evaluated for their competency to stand trial before being turned over to the adult court system.**

## **INFORMATION FROM OTHER SOURCES RELEVANT TO THESE TOPICS**

### **Supreme Court Rules Gay and Transgender Employees Are Protected Under Title VII**

**Public Statement released by LWVUS President, Chris Carson, on June 15, 2020, in response to the 6-3 Supreme Court decision in *Bostock v. Georgia & Harris Funeral Homes v. EEOC***

**The League of Women Voters joined more than 50 organizations on an amicus brief in this case.**

*Never again can a person be discriminated against at work due to their sexual orientation or gender identity. This landmark victory provides long overdue protections for LGBTQ people in education, housing, and healthcare. We cheer the efforts of LGBTQ activists who have long fought for legal protection on behalf of their community.*

*While we celebrate this milestone, we know the fight continues. This decision affords much needed nondiscrimination protections within the workplace, yet we recognize that the LGBTQ community still faces numerous challenges, including the threat of hate crimes and identity-based violence—with higher rates of violence against Black trans women.*

*The League of Women Voters stands with the LGBTQ community in celebrating this step toward progress, and we will continue advocating for equal protection under the law." - Chris Carson, LWV of US President*

**REAL EQUALITY: How companies can show they really value Black lives.**

an article written by Darren Walker, president of the Ford Foundation  
from Time Magazine, November 2020

Since protests over the killing of George Floyd erupted across the U.S., I've received numerous calls from corporation CEOs who want to know what they should do and how they can quickly donate \$10 million to advance the cause of racial justice.

The first thing I do is remind them of Martin Luther King Jr.'s caution that philanthropy must not be used to obscure the economic injustices that make it necessary. The frustration and rage we're seeing across the country aren't just about a racist system of policing.

They're also about original sins - a genocide of Native Americans and enslavement of Black Africans whose stolen land and labor built this country's wealth. It's about the predations of modern-day capitalism that have allowed a privileged few to hoard the lion's share of the nation's wealth.

This time the usual corporate playbook isn't going to work. Here are eight things every corporate leader can do to improve Black lives.

**1. REMAKE YOUR C-SUITE**

Change starts at the top. Do you have Black board members? Black executives in your leadership team? If you do, are they token appointments, or do they have real power to recommend changes that would make your company more racially equitable?

**2. HIRE AND ADVANCE MORE BLACK PEOPLE**

You have the power to transform Black lives immediately, simply by hiring and promoting more of us. Tell your managers that they cannot go forward with a hire or promotion, at any level, unless the candidate pool is racially diverse.



**3. GET INVOLVED IN THE FAIR CHANCE HIRING INITIATIVE**

One legacy of the “tough on crime” era is that about one-third of U.S. adults now have a criminal record, mostly for minor crimes that nevertheless hamper their ability to get a job. That’s why the Society for Human Resource Management has urged employers to take the Getting Back to Work Pledge as part of the Fair Chance Hiring Initiative by employing qualified job applicants with crimes in their past.

**4. PAY YOUR EMPLOYEES A LIVING WAGE**

The federal minimum wage - \$2.13 per hour for tipped workers and \$7.25 per hour for others - is not a living wage. From 2012 to 2014, nearly half of government public assistance went to people who worked full time but still fell below the federal poverty line. Black workers make up about 11% of the workforce, but 38% of Black workers who now work for minimum wage should get a raise. Commit to paying your workers a living wage of at least \$15 per hour, and more in higher-cost parts of the country.

**5. PROVIDE A SAFE AND HEALTHY WORKPLACE**

Lack of adequate health insurance coverage is a big reason Black, Latinx and Native American people have contracted the coronavirus at a disproportionately higher rate than White Americans. Does your company manipulate the schedules of your workers to fall just below the threshold for health coverage? Does it label people independent contractors even if they spend the bulk of their days working for you?

**6. PROVIDE PAID SICK AND FAMILY LEAVE**

Black workers cannot often afford to take time off to care for a newborn or a sick family member. The lack of paid sick leave is another reason so many people of color have suffered higher rates of illness and death from COVID-19. The pandemic should have proved that paid leave is a moral issue.

## **7. ADVOCATE FOR A MORE PROGRESSIVE TAX CODE**

**Standing up for/black lives means investing in the essential building blocks of social equality, from adequately funded schools to universal health care and affordable housing. These things require government action at scale. What we really need is a progressive tax code that will address these problems.**

## **8. ADVOCATE FOR SHAREHOLDER REFORMS**

**I hear you saying, “I have public stockholders to whom I’m accountable. Supporting tax policies that work against my company’s bottom line will only drive down our share price.” Yes, and this is why the current model of shareholder-driven capitalism that puts quarterly profits over people is bad for the long-term social and economic health of the country.**

**From the TEXAS ACLU website re having a “strategist” with focus on DEI:**

**The diversity, equity, inclusion, and belonging (DEIB) strategist is a key role in building new processes, tools, and learning to improve and scale our strategic efforts, serving as a change champion for the organization informing and developing innovative DEIB initiatives. These initiatives aim to foster an inspiring workplace where differences are valued, and all individuals are empowered to contribute to our organizations success.**

**This position provides leadership, direction, and strategic counsel to the organization concerning our overall diversity, equity, inclusion, and belonging program, including ongoing evolution and development in a rapidly changing environment.**

## **PORTLAND PUBLIC SCHOOLS**

### **FAQs FOR ALL PPS EMPLOYEES REGARDING LGBTQ ISSUES (LGBTQ:**

**Lesbian, Gay, Bisexual, Transgender, Queer or Questioning) Portland Public Schools is an equal opportunity educator and employer Portland Public Schools is committed to providing a welcoming and supportive environment for our LGBTQ students, families and employees. Our LGBTQ students must feel safe and supported at school, so that they can thrive academically and socially. Our LGBTQ families are similarly entitled to an environment in which they are fully included in supporting their student's education. Our LGBTQ employees are entitled to a workplace where they are welcomed and affirmed. PPS prohibits any discrimination based on sexual orientation, gender expression or gender identity and discrimination is prohibited under state law (ORS 659A.003). The goal of this FAQ document is to provide consistent guidance to all PPS employees so that every school and department creates and sustains a welcoming, supportive environment for LGBTQ students, families and employees. What does "LGBTQ" stand for? "LGBTQ" means lesbian, gay, bisexual, transgender, queer or questioning. Lesbian refers to a female with romantic and emotional attractions to females. Gay refers to a male with romantic and emotional attractions to males; it is also used as a general term for people who are attracted to people of their own gender. Bisexual refers to someone with romantic and emotional attractions to both males and females. Transgender refers to people whose gender identity is different from their gender assigned at birth. Queer is an umbrella term to refer to all LGBTQ people. Questioning refers to people who are questioning their sexual orientation and/or gender identity. There are many other terms that you may hear used. The expectation for creating a welcoming environment and the policy against discrimination, applies to sexual orientation, gender expression, and gender identity, regardless of the terms used. For more information about terminology, please refer to An**

**Ally's Guide to Terminology at: [www.lgbtmap.org/effective-messaging/allys-guide-to-terminology](http://www.lgbtmap.org/effective-messaging/allys-guide-to-terminology).**

**What should I do if I HEAR a student say "That's so gay" or a similar derogatory comment? Use of slurs based on sexual orientation or gender identity is a violation of the PPS policy against bullying and harassment ([www.pps.k12.or.us/files/board/4\\_30\\_061\\_AD.pdf](http://www.pps.k12.or.us/files/board/4_30_061_AD.pdf)). If you hear name-calling, bullying or harassment, deal with it immediately. Describe what you saw and label the behavior. "I heard you use the word 'fag' and that's a derogatory term. It is considered name-calling and that is unacceptable." Point out to the offender that those words are hurtful, and the behavior is against our school and district rules. Treat this incident as you would any hurtful speech. Document the incident and the students involved, and give the information to the administration. If possible, engage students in a conversation about restrictive gender norms and/or homophobia. For example, "Sometimes people consider certain colors to be 'girl colors' or 'boy colors,' but at this school anyone can use whatever colors they like," or "There can be a lot of pressure on boys to act tough or behave in a certain way to be masculine. But if you don't do that it doesn't mean you're gay. Besides, there's nothing wrong with being gay, so it hurts people to use it as an insult. Let the targeted student know the school does not tolerate actions such as these and that you are sorry this incident occurred. Asking what the student might need or offering additional support of some kind might need to be done privately versus publicly. (P(age 1 of 6)**