

The Institute

Turning Information into Insight

The Institute is a non-profit economic and social innovation research and policy organization dedicated to empowering business and community leaders with research-based strategies for informed decision-making. We conduct independent, non-biased research to identify the opportunities, issues, and challenges unique to the region and to find innovative solutions to help solve the problems facing our communities. The Institute also offers a wide array of research, consulting, and support services to help organizations boost productivity, increase profitability and be successful in their missions. The Institute is a partnership of 13 colleges and universities and the business community.

Community-Based Research

Community-based research is at the core of The Institute's mission. This work, funded by our academic partners, generous underwriters, and sponsors, is made available to organizations and communities needed reliable, objective data, research, and best practices to make more informed decisions.

Client Solutions

The Institute prepares studies, surveys, and conducts research for public, private, and non-profit entities to identify strategies and solutions that facilitate decision-making and enhance growth, profitability, revitalization, and sustainability of their businesses and organizations.

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Executive Summary

The Institute will provide the Commission with a primer on equity and equity planning to include the components and purpose of an equity plan, appropriate demographic data, challenges and opportunities specific to Scranton, and best practices by other cities.

In addition to a primer, The Institute will incorporate DEI-centric materials and suggest learning opportunities (foundational training) in the area of social identity to educate, foster understanding, and prepare commission members for their roles. The DEI research and equity plan focus on the concept of intersectionality.

The objective of the plan is to improve equity outcomes. As such, the plan promotes an understanding of human beings as shaped by the interaction of different social locations (e.g., race, ethnicity, Indigeneity, gender, class, sexuality, geography, age, disability/ability, migration status, religion).

The plan focuses on educating others, supporting, encouraging, initiating social justice, and identifying opportunities and changes to further promote equity in the City of Scranton.

The Equity Plan advances and aligns with the City of Scranton's established community-wide goals and plans, including Scranton's Strategic Economic Development Plan.

The equity plan is intended to integrate a range of community service areas, and the DEI primer stems from long-standing community values. These represent a commitment to:

- A welcoming, inclusive, and diverse community
- Physical health, safety, and well-being
- Transportation systems to make getting around easy and accessible to everyone
- A diversity of housing types of price ranges
- Great neighborhoods and public spaces
- Sustainability
- and more

City History, Vision, and Values

Incorporated in 1866, the City of Scranton is named in honor of George W. and Seldon Scranton, who founded the operation that became the Lackawanna Iron and Coal Company in 1840.

The area's original inhabitants were Capoose and Lenape Indian tribes, with white settlers arriving in the mid-18th century. The permanent settlement of the area dates back to 1788, when it was known as Deep Hollow. A gristmill, sawmill, and charcoal furnace were established along the Lackawanna River,



and over the years, Scranton's names progressed along with the landscape. Prior to being named Scranton in 1851, the area was known as Unionville, Slocum Hollow, Harrison, and Scrantonia.

Development continued, and by the late 1880s, Scranton was one of the nation's leading industrial centers, earning the title of "Anthracite Capital of the World." Laborers and entrepreneurs from around the world came to the City to mine anthracite coal, pour iron for tee-rails, operate railroads, and work in textile mills. After the turn of the century, Scranton's economy took a downturn. Oil replaced coal as the most popular choice of energy, and mining ceased in the area by the 1950s.

From industry to innovation, Scranton is now home to a growing downtown business district and several institutions of higher education, including The University of Scranton, Marywood University, Geisinger Commonwealth School of Medicine, Lackawanna College, and Johnson College. With a vibrant arts community and a diverse population, there are plenty of opportunities to honor the City's rich past while progressing into the future.⁴

Building on this foundation, the Diversity, Equity, and Inclusion Plan provides citywide goals and strategies that align with existing guidance, as well as guidance to thoroughly inventory and review existing policies.

This will be done using equity assessments to identify and begin to remove bias and any resulting unintended inequities. The racial equity assessment will also be used to develop new departmental and citywide policies to advance racial equity and change citywide habits, processes, and decision-making.

The Impact of COVID-19

The onset of the pandemic has created significant barriers to DEI efforts. In light of COVID-19, it is more important than ever for local governments to practice inclusive leadership and work to strengthen DEI efforts.

The COVID-19 pandemic has highlighted racial and socioeconomic disparities in health care, economic, and transportation systems. The pandemic has disproportionately impacted and threatened the lives of black, Latinx, and low-income communities. Due to systemic inequities, these communities are more likely to have underlying health conditions, have poorer access to health care, be essential workers who cannot work from home, have limited access to digital tools for continuing education and telecommuting, and rely on public transit for essential trips.

There has been a rise in bias, xenophobia, and racism throughout the pandemic, particularly against those of Asian descent. In addition, policies impact individuals based on job classification, socioeconomic status, living situation, immigration status, and ability to work virtually, which can perpetuate inequities.⁹

Some groups will suffer more during a crisis like this, including homeless people, people without health insurance, those living paycheck to paycheck, and other marginalized groups that can't afford to miss work.³²

By rooting decision-making in equity, the City can ensure that historically marginalized communities, and other groups that COVID-19 disproportionately impacts are not left behind throughout response and recovery from this public health crisis. To truly improve conditions for all community members, it is important to understand the potential impact of decisions on those faring the worst.

During crises, the presence of diversity and the practice of inclusion is essential to address problems from multiple perspectives and consider a wider range of financial issues and impacts.³³ The creation of a diversity, equity, and inclusion plan is an opportunity to help prevent further widening of the gaps shaped by existing economic disparities.

According to Mary Bassett, MD, MPH, "I like to say that all epidemics are biological and social. We have to take into consideration the ways in which epidemics...often reveal the fissures within our society."³²

Philip Alberti, Ph.D. highlights that the burden of stress can worsen the risk, saying, "a lot of research shows that stress decreases immune response and makes people more vulnerable to disease. We are seeing community-wide stress because of factors such as racism and xenophobia."³²

City Data

Local governments are engines of economic development. They are frequently the largest employers in the region, providing stable, place-based jobs with benefits. Public sector institutions' employment and contracting policies and practices constitute an interesting and valuable context for looking at workforce diversity, equity, and inclusion. Further, some local government efforts have shown an interest in high-road economic development. Some scholarship and research organizations have argued that local governments have a significant role in equitable, inclusive economic and workforce development.²⁹

The demographic data below is sourced from JobsEQ and the Scranton Economic Development Strategic Plan.^{19,26}

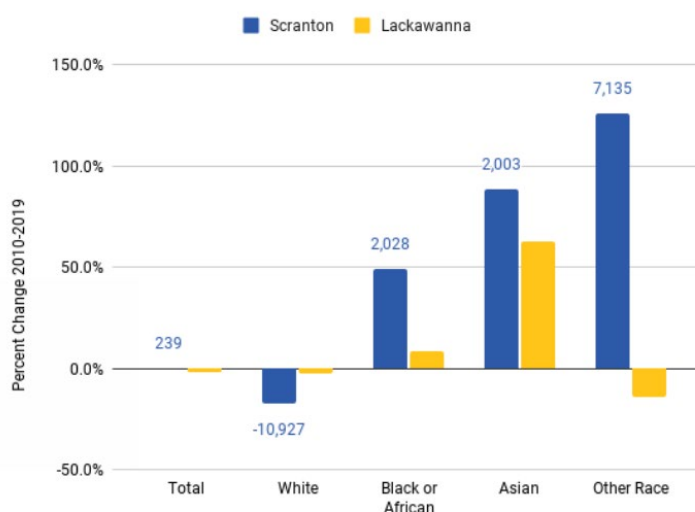
Race, Gender, and Age

According to data sourced from JobsEQ based on data from the American Community Survey (2016-2020), the ratio of male to female population in the City of Scranton is a 50 percent split. It is close in range to the Pennsylvania and United States percentages. The median age in the City of Scranton is 37.3, which is slightly lower than Pennsylvania's overall median age of 40.9 and the United States median age of 38.2.

The City of Scranton has a higher population of people in the 18-24 age range, at 13.1 percent, compared to Pennsylvania at 9.0 percent and the United States at 9.3 percent. Other age brackets are similar in percentage to Pennsylvania overall and the United States.

With regard to race, the City of Scranton has a slightly higher population of those who identify as White at 80.8 percent, compared to Pennsylvania overall at 79.4 percent and the United States at 70.4 percent. Additionally, the City of Scranton has a smaller population who identify as Black or African American (5.7 percent) compared to Pennsylvania (11.1 percent) and the United States (12.6 percent).

Population Change by Race in Scranton, 2010 to 2020



Source: Scranton Economic Development Strategic Plan

The City of Scranton does have a larger percentage of the population who identify as Asian (5.1 percent) when compared to Pennsylvania overall (3.5 percent) and is close to the United States percentage (5.6 percent).

Furthermore, the City of Scranton has a more significant population that identifies as two or more races (6.2 percent), whereas Pennsylvania overall is 3.4 percent) and the United States (5.2 percent).

The City of Scranton also has a significantly higher population of people who identify as Hispanic or Latino (15.1 percent) when compared to Pennsylvania (7.6 percent), but still less than the United States as a whole (18.2 percent).

Demographics	Percent			Value		
	City of Scranton, PA	Pennsylvania	USA	City of Scranton, PA	Pennsylvania	USA
Population (ACS)	—	—	—	76,997	12,794,885	326,569,308
Male	50.0%	49.0%	49.2%	38,486	6,269,142	160,818,530
Female	50.0%	51.0%	50.8%	38,511	6,525,743	165,750,778
Median Age ²	—	—	—	37.3	40.9	38.2
Under 18 Years	21.0%	20.7%	22.4%	16,169	2,649,582	73,296,738
18 to 24 Years	13.1%	9.0%	9.3%	10,069	1,155,305	30,435,736
25 to 34 Years	13.1%	13.2%	13.9%	10,121	1,693,816	45,485,165
35 to 44 Years	11.2%	11.7%	12.7%	8,608	1,502,764	41,346,677
45 to 54 Years	11.8%	12.9%	12.7%	9,074	1,651,599	41,540,736
55 to 64 Years	12.5%	14.1%	12.9%	9,647	1,806,715	42,101,439
65 to 74 Years	9.7%	10.3%	9.4%	7,454	1,317,854	30,547,950
75 Years and Over	7.6%	8.0%	6.7%	5,855	1,017,250	21,814,867
Race: White	80.8%	79.4%	70.4%	62,190	10,155,004	229,960,813
Race: Black or African American	5.7%	11.1%	12.6%	4,398	1,419,582	41,227,384
Race: American Indian and Alaska Native	0.1%	0.2%	0.8%	63	20,798	2,688,614
Race: Asian	5.1%	3.5%	5.6%	3,906	449,320	18,421,637
Race: Native Hawaiian and Other Pacific Islander	0.1%	0.0%	0.2%	76	4,268	611,404
Race: Some Other Race	2.1%	2.4%	5.1%	1,615	312,888	16,783,914
Race: Two or More Races	6.2%	3.4%	5.2%	4,749	433,025	16,875,542
Hispanic or Latino (of any race)	15.1%	7.6%	18.2%	11,622	971,813	59,361,020

Source: [JobsEQ®](#)

1. American Community Survey 2016-2020, unless noted otherwise

2. Median values for certain aggregate regions (such as MSAs) may be estimated as the weighted averages of the median values from the composing counties.

3. Disconnected Youth are 16-19 year olds who are (1) not in school, (2) not high school graduates, and (3) either unemployed or not in the labor force.

4. Census Population Estimate for 2020, annual average growth rate since 2010.

Economic Data

When comparing economic data for the City of Scranton, a few areas vary noticeably from Pennsylvania and the United States.

First is the labor force participation rate. The labor force participation rate is an estimate of an economy's active workforce. The formula for the labor participation rate encompasses those who are employed or actively seeking employment, divided by the civilian working-age population. The labor force participation rate for the City of Scranton is 76.3 percent, which is relatively lower than Pennsylvania's overall rate of 83.5 percent and the United States (82.4 percent).

Additionally, the median household income for the City of Scranton is \$41,687, whereas Pennsylvania's median household income is \$63,627, and the United States is \$64,994.

	Percent			Value		
	City of Scranton, PA	Pennsylvania	USA	City of Scranton, PA	Pennsylvania	USA
Economic						
Labor Force Participation Rate and Size (civilian population 16 years and over)	56.7%	62.8%	63.2%	35,706	6,558,087	164,759,496
Prime-Age Labor Force Participation Rate and Size (civilian population 25-54)	76.3%	83.5%	82.4%	21,203	4,042,643	105,137,520
Armed Forces Labor Force	0.0%	0.1%	0.4%	6	8,039	1,143,342
Veterans, Age 18-64	3.9%	4.1%	4.5%	1,876	317,418	8,920,267
Veterans Labor Force Participation Rate and Size, Age 18-64	76.0%	77.5%	76.8%	1,426	245,898	6,853,673
Median Household Income ²	—	—	—	\$41,687	\$63,627	\$64,994
Per Capita Income	—	—	—	\$23,951	\$35,518	\$35,384
Mean Commute Time (minutes)	—	—	—	20.0	27.1	26.9
Commute via Public Transportation	1.8%	5.2%	4.6%	584	315,578	7,044,886

Source: [JobsEQ®](#)

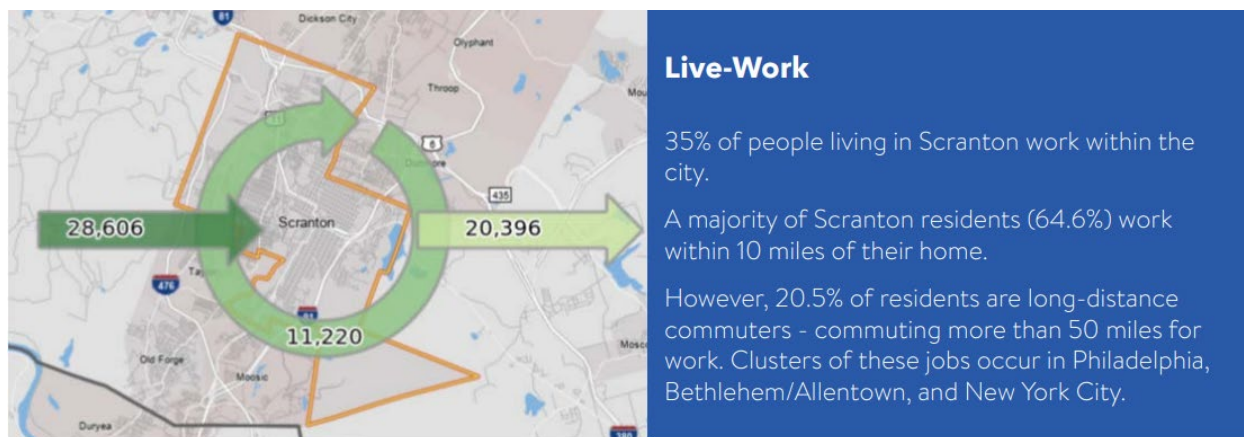
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4. Census Population Estimate for 2020, annual average growth rate since 2010.

Below is an infographic that depicts that 35 percent of people living in Scranton work within the City, and 64.6 percent of Scranton residents work within ten miles of the home. However, a significant portion of residents (20.5 percent) are long-distance commuters, many of whom travel to Philadelphia, Bethlehem/Allentown, and New York City for work.



Source: Scranton Economic Development Strategic Plan

Housing

The median housing value for the City of Scranton is \$106,700, compared to Pennsylvania at \$187,500 and the United States (\$229,800).

	Percent			Value		
	City of Scranton, PA	Pennsylvania	USA	City of Scranton, PA	Pennsylvania	USA
Housing						
Total Housing Units	—	—	—	36,669	5,713,345	138,432,751
Median House Value (of owner-occupied units) ²	—	—	—	\$106,700	\$187,500	\$229,800
Homeowner Vacancy	1.4%	1.4%	1.4%	229	48,852	1,129,755
Rental Vacancy	5.0%	5.1%	5.8%	873	86,625	2,704,553
Renter-Occupied Housing Units (% of Occupied Units)	51.8%	31.0%	35.6%	16,253	1,584,332	43,552,843
Occupied Housing Units with No Vehicle Available (% of Occupied Units)	15.2%	10.7%	8.5%	4,757	544,554	10,344,521

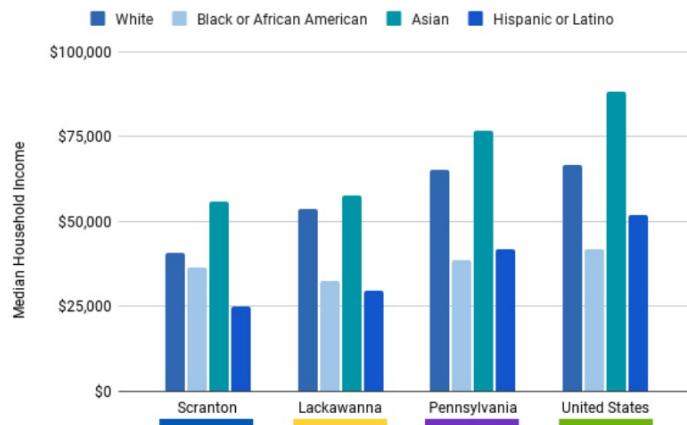
Source: [JobsEQ](#)[®]

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- Census Population Estimate for 2020, annual average growth rate since 2010.

Additionally, people in 15.2 percent of occupied housing units have no vehicle available. This share is significantly higher than the share for Pennsylvania (10.7%) and the United States (8.5%). It is important to point out that although there is a high percentage of housing units with no available vehicle, the rate of people who commute via public transport is 1.8%, which is lower than the Pennsylvania and United States percentages.

Median household Incomes in Scranton are lower for every racial/ethnic group. For Black residents, unemployment is 37 percent of the U.S. rate, but the median household income for Black households is 87 percent of the U.S. median for Black households

Median Household Income by Race/Ethnicity



Source: Scranton Economic Development Strategic Plan

Education Data

Pertaining to education in the City of Scranton, the percentage of the population who do not have a high school diploma (11.5 percent) is quite higher than the Pennsylvania percentage (7.6 percent) and the United States percentage (10.5 percent). Additionally, the percentage of the population with a Bachelor's degree (16.5 percent) is lower than in Pennsylvania (21.7) and the United States (21.6) percentage. The percentage of people who have a post-graduate degree (8.5 percent) is also lower than the Pennsylvania (13.3 percent) and the United States (12.7 percent) percentage.

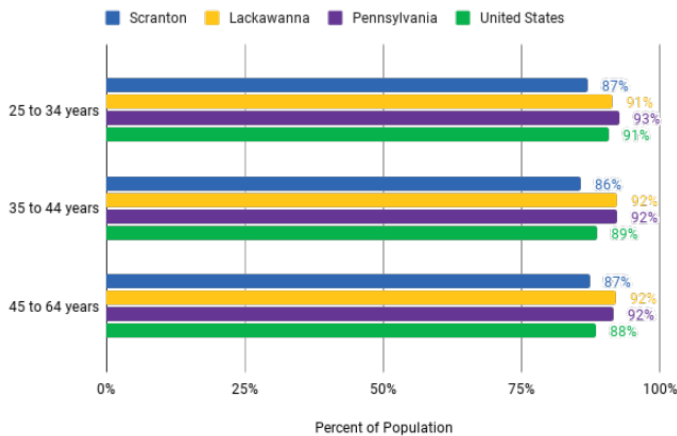
	Percent			Value		
	City of Scranton, PA	Pennsylvania	USA	City of Scranton, PA	Pennsylvania	USA
Educational Attainment, Age 25-64						
No High School Diploma	11.5%	7.6%	10.5%	4,316	505,693	17,929,220
High School Graduate	36.8%	31.4%	25.4%	13,790	2,088,636	43,289,555
Some College, No Degree	17.6%	16.4%	20.5%	6,599	1,089,237	34,959,338
Associate's Degree	9.1%	9.6%	9.3%	3,407	640,510	15,776,790
Bachelor's Degree	16.5%	21.7%	21.6%	6,170	1,446,467	36,888,244
Postgraduate Degree	8.5%	13.3%	12.7%	3,168	884,351	21,630,870

Source: [JobsEQ®](#)

- American Community Survey 2016-2020, unless noted otherwise
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- Census Population Estimate for 2020, annual average growth rate since 2010.

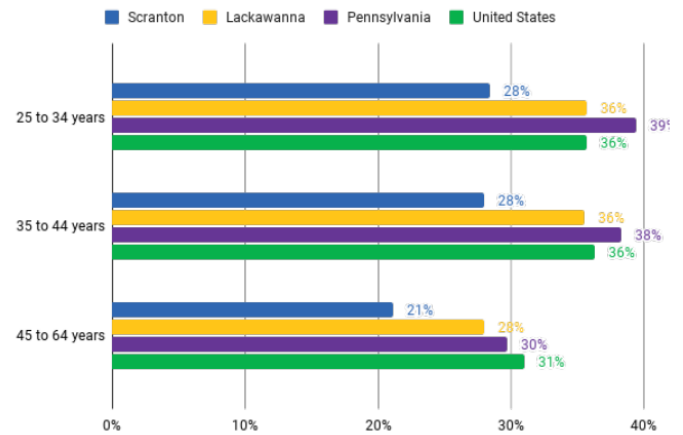
Below is a visual representation of educational attainment, comparing the City of Scranton, Lackawanna County, Pennsylvania, and the United States.

Educational Attainment by Age: High School or Higher



Source: Scranton Economic Development Strategic

Educational Attainment by Age: Bachelor's Degree or Higher



Source: Scranton Economic Development Strategic Plan

Social Data

The percentage of people living in poverty in the City of Scranton (21.8 percent) is significantly higher than the shares in Pennsylvania and the United States (12.0 percent and 12.8 percent, respectively). As expected, then, the number of households receiving food stamps is high (24.9 percent) when compared to Pennsylvania (13.1 percent) and the United States (11.4 percent).

Disconnected youth include people aged 16-19 who are (1) not in school, (2) not high school graduates, or (3) unemployed or not in the labor force. The City of Scranton's percentage of disconnected youth (5.1 percent) is quite higher than the Pennsylvania rate (2.4 percent) and the United States rate (2.5 percent). Also, the City of Scranton has a high rate of children in single-parent families (43.5 percent), whereas Pennsylvania overall is 34.5 percent, and the United States is 34.0 percent.

People with disabilities comprise 15.8 percent of the City of Scranton's population. This share is slightly higher than Pennsylvania's proportion (11.3 percent) and the United States' proportion (10.3 percent).

The City of Scranton also has a higher percentage of people who are foreign-born (10.0 percent) compared Pennsylvania overall (seven percent). The City of Scranton's rate is slightly lower than the countrywide percentage (13.5 percent).

Finally, the City of Scranton has a higher rate of people who speak English less than very well (8.4 percent), compared to Pennsylvania (4.4 percent). It is close to the countrywide percentage of 8.2 percent.

	Percent			Value		
	City of Scranton, PA	Pennsylvania	USA	City of Scranton, PA	Pennsylvania	USA
Social						
Poverty Level (of all people)	21.8%	12.0%	12.8%	15,656	1,480,430	40,910,326
Households Receiving Food Stamps/SNAP	24.9%	13.1%	11.4%	7,819	670,877	13,892,407
Enrolled in Grade 12 (% of total population)	1.1%	1.2%	1.3%	819	159,243	4,358,865
Disconnected Youth ³	5.1%	2.4%	2.5%	268	15,583	433,164
Children in Single Parent Families (% of all children)	43.5%	34.5%	34.0%	6,532	869,915	23,628,508
Uninsured	5.9%	5.6%	8.7%	4,373	705,891	28,058,903
With a Disability, Age 18-64	15.8%	11.3%	10.3%	7,293	865,740	20,231,217
With a Disability, Age 18-64, Labor Force Participation Rate and Size	37.1%	43.6%	43.2%	2,707	377,074	8,740,236
Foreign Born	10.0%	7.0%	13.5%	7,665	896,853	44,125,628
Speak English Less Than Very Well (population 5 yrs and over)	8.4%	4.4%	8.2%	6,076	529,640	25,312,024

Source: [JobsEQ®](#)

1. American Community Survey 2016-2020, unless noted otherwise

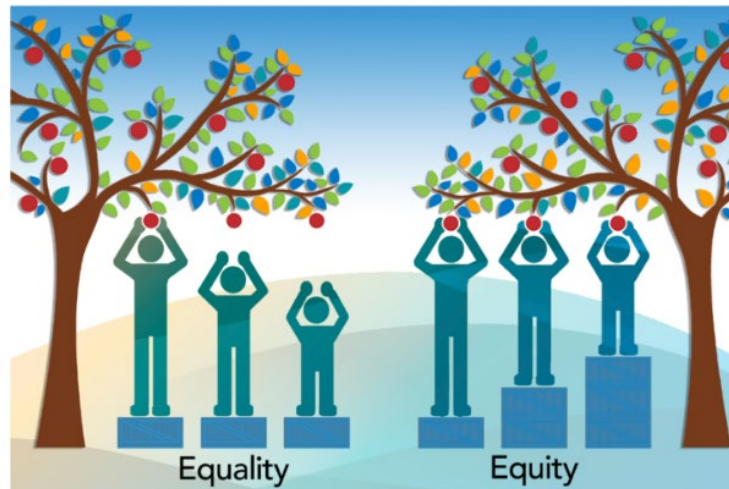
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4. Census Population Estimate for 2020, annual average growth rate since 2010.

Why Lead with Intersectionality?

The creation and perpetuation of inequities are often embedded into government from the top down. Placing a focus on intersectionality offers the opportunity to introduce a framework, tools, and resources that can be applied to marginalized groups, including, but not limited to, gender, sexual orientation, ability, class, and age.



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Diversity, Equity, and Inclusion Primer

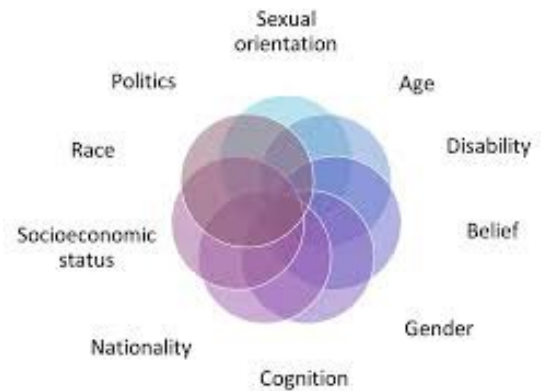
The diversity, equity, and inclusion primer that follows is meant to establish goals, best practices, and innovative approaches that will help to drive a stronger and more equitable community. The primer also establishes a shared understanding of shared vocabulary to assist in facilitating conversations and support the work that the City of Scranton must do to create an equitable community and workplace, regardless of race, gender, origin, ability, gender identity, sexual orientation, or any other classification.

Intersectionality – Interest and the application of intersectionality in various settings has grown exponentially over the past decade. The practice of incorporating intersectionality has also extended to policymakers and community organizers searching for better methods of addressing complex social issues. Intersectionality is an innovative framework for research, policy, and practice, altering how social problems are experienced, identified, and grasped to include the breadth of lived experiences across communities.¹⁴

What is Intersectionality?

The term "intersectionality" was coined in 1989 by American scholar Kimberlé Williams Crenshaw (1989). However, the central ideas of intersectionality have historical roots that date within and beyond the United States. Black activists and feminists, as well as Latina, post-colonial, queer and Indigenous scholars, have all produced work that uncovers the complex factors and practices that shape human lives.^{3,5,30,31}

Intersectionality promotes an understanding of human beings as shaped by the interaction of different social identities and layers (e.g., 'race'/ethnicity, Indigeneity, gender, class, sexuality, geography, age, disability/ability, migration status, religion). Within a community, these interactions occur within an environment of connected systems and structures of power (e.g., laws, policies, state governments, other political and economic unions, religious institutions, and media). Through these processes, forms of privilege and oppression are often shaped, and inequities and disparities are created.



Source: *Intersectionality – What is it? – Parris Consulting*

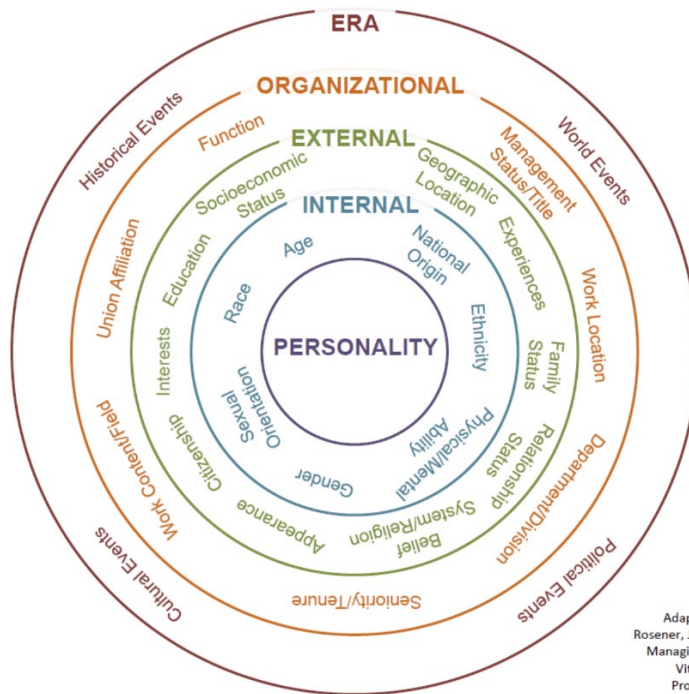
Intersectionality is based on several key tenets:

- Human lives cannot be explained by taking into account single groupings, such as gender, race, ability, and socioeconomic status. People's lives are multi-dimensional and complex. These layered and lived experiences are formed by many varying and complex factors, including economic and social dynamics.
- When analyzing social and economic challenges, the importance of a specific category or structure must be revealed through research and inquiries.
- Relationships and power dynamics between social locations and processes (e.g., Racism, classism, heterosexism, ableism, ageism, sexism) are interconnected. The relationships of these dynamics can shift over time depending on specific situations.
- It is critical to acknowledge that people can experience privilege and oppression simultaneously, dependent on their varying layered situations or the specific context they are experiencing.
- Multi-level analyses that link individual experiences to broader structures and systems are crucial for revealing how power relations throughout the community and government are formed and experienced.
- Policymakers and City employees must consider their own social position, role, and power when taking an intersectional approach. Local government should ensure awareness is in place before setting priorities and directions in policy and community.
- Intersectionality within the equity primer should be focused on goals of transformation, building coalitions through the community and oriented towards transformation, building partnerships among different groups, and focusing on social justice.

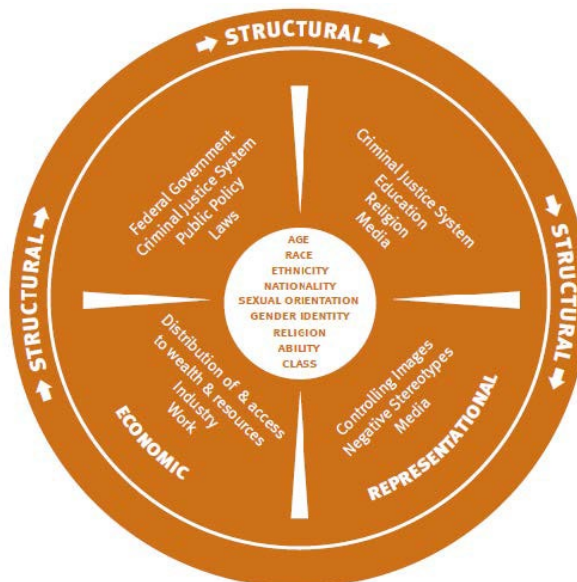
Through an intersectional lens, inequities are not the result of one single factor. Instead, they are the outcomes of intersections across varying social and economic positions, power relations, and lived experiences.

Below is a wheel diagram that depicts the many various identities that intersectionality considers.

Intersectionality Displayed in a Wheel Diagram



Mason (2010) presents an "Intersectional Approach Model for Policy and Social Change." This model depicts issues of social change and equality as shaped by intersecting dimensions. The model aims to promote policies that address the social and structural roots of policy issues.²³



Source: *Intersectionality primer - Women of Color Policy Network.pdf* (intergroupresources.com)

What is the appeal of intersectionality?

Intersectionality encourages researchers, policymakers, and social change leaders to:

- Move beyond single identities or group-specific concerns, which are ineffective in explaining the nuances of human lives; in this way, important information about the unfair impacts of politics and policies is less likely to 'fall through the cracks.'¹⁴
- Explore new research and policy approaches to understand the connections between structures that shape diverse populations.¹⁴
- Addressing trends of increasingly diverse populations (e.g., across religion, culture, ethnicity, race, language, etc.), creating new and complex challenges in all areas of public policy.^{18,17,28}
- Generate new and more complete information to understand better the origins, root causes, and characteristics of social issues. This can be accomplished by studying existing data or by producing new data.¹⁴

Why is this important?

"Seven out of ten people in the world today live in countries where inequality has increased over the past three decades."²¹

Intersectionality is "*the best chance for an effective diagnosis and ultimately an effective prescription.*"¹³

Intersecting Categories

From an intersectionality perspective, human lives cannot be reduced to single categories, and policy analysis cannot assume that anyone's social category is most important for understanding people's needs and experiences. Nor does intersectionality promote an additive approach – e.g., examining the collective impact of gender, 'race,' sexuality, age, and class – as the sum of their independent effects (e.g., gender+class+race)¹³. Instead, intersectionality conceptualizes social categories as interacting with and co-constituting one another to create unique social locations that vary according to time and place. These intersections and their effects are what matter in an intersectional analysis.¹⁵

Multi-level Analysis

Intersectionality is concerned with understanding the effects between and across various levels in society, including macro (global and national-level institutions and policies), meso or intermediate (provincial and regional-level institutions and policies), and micro levels (community-level, grassroots institutions, and policies as well as the individual or 'self'). Attending to this *multi-level* dimension of intersectionality also requires addressing processes of inequity and differentiation across levels of structure, identity, and representation. The significance of relationships between these various levels of structure and social location is not predetermined. Instead, they reveal themselves through the process of intersectional research and discovery.^{7,8}

Power

Attention to power highlights that: 1) power operates at discursive and structural levels to exclude some types of knowledge and 2) experience shapes subject positions and categories (e.g., 'race') (e.g., racialization and racism); and 3) these processes operate together to shape experiences of privilege and penalty between groups and within them. From an intersectional perspective, power is relational. A person can simultaneously experience both power and oppression in varying contexts at varying times. These relations of power include experiences of *power over* others and that of *power with* others (power that involves people working together). In recognizing the shifting intersections in which power operates, intersectionality moves beyond what Martinez (1993) terms the "Oppression Olympics," which occurs when groups compete for the title of 'most oppressed' in order to gain political support, economic resources, and recognition. Intersectionality rejects an additive model of oppression that leaves the systems that create power differentials unchanged (Hancock, 2007). Within an intersectionality-based policy analysis (or IBPA), the focus is not only on domination or marginalization but on the intersecting processes by which power and inequity are produced, reproduced, and actively resisted.^{11,5,14}

Social Justice

Intersectionality strongly emphasizes social justice. Approaches to social justice differ based on whether they focus on the redistribution of goods (Rawls, 1971) or social processes (Young, 1990); however, all approaches share a concern with achieving equity (Sen, 2006). Theories of social justice frequently challenge inequities at their source and require people to question social and power relations. For example, according to Potts and Brown (2005), social justice is about: "transforming the way resources and relationships are produced and distributed so that all can live dignified lives in an ecologically sustainable way. It is also about creating new ways of thinking and being and not only criticizing the status quo." A social justice approach to health equity has the potential to transform social structures, which is essential in addressing the root causes of inequities.^{12, 10,14}

Equity

Closely tied to the social justice principle of intersectionality, equity is concerned with fairness. Equity in public policy exists when social systems are designed to equalize outcomes between more and less advantaged groups. The term *equity* is not to be confused with *equality*. For example, where *inequality* may refer to any measurable difference in outcomes of interest, *inequities* exist where those differences are unfair or unjust. Local government should consider policy issues through an intersectional lens, looking not only at gender equity but also at the impacts of the intersections of multiple positions of privilege and oppression.^{2,14} Finally,

Resistance and resilience is the last key principle of intersectionality-based analyses.

Resistance and Resilience

Resistance and resilience are integral to intersectionality because these can disrupt power and oppression. Even from so-called 'marginalized' spaces and locations, oppressive values, norms, and practices can be challenged. One mechanism of resistance from subordinated groups has been to use collective actions to destabilize dominant ideologies. Conversely, policies and discourses that label groups of people as inherently marginalized or vulnerable undermine the reality that there are no 'pure victims or oppressors.' Categorical policy approaches obscure similarities between groups and their shared relationships to power. It also prevents coalitional work by reinforcing conceptions of difference based upon specific categories.^{5,7}

The intersectionality approach explicitly focuses on the relationships between factors and mutually constructed processes that create a difference. This approach allows for the creation of new and potentially more accurate information about any kind of problem or issue.

As illustrated in the table below, intersectionality also extends existing frameworks that attempt to identify and respond to differences in research, policy, and practice.¹⁴

SGBA	GBA+	HIAs	IBPA
Sex & Gender-Based Analysis	Gender-Based Analysis+	Health Impact Assessments	Intersectionality-Based Policy Analysis
Prioritizes sex and gender does not question primacy of sex and/or gender differences	Emphasizes factors beyond gender in an interactive way; does not challenge primacy of gender	Grounded in social determinants of health; lack of attention to: values, experiences, and expertise of policy actors, interrelated nature of social determinants, resilience and participation of those who are affected by policy process	Emphasizes that people belong to more than one social category at the same time, focuses on interactions of different social locations, systems, and processes investigates rather than assumes the significance of any specific combination of factors

What is the added value of intersectionality in policy?

Just as important as understanding what intersectionality *is* and the principles that can inform an 'intersectionality-informed stance' is to demonstrate what intersectionality *does*.¹ In the appendices of this primer, there are resources that will assist in more profoundly understanding intersectionality to inform community engagement and improve policy making.

What is the difference between Equity and Equality?

Equity and equality are distinct concepts, and the differences between these concepts matter greatly to the people and populations the City of Scranton serves.

Equality indicates a system where everyone has the same opportunities and resources—a "one size fits all" approach to human rights. Equality-based treatment may even penalize people for the different obstacles they face.

Equity is a system that recognizes each person has different resources and opportunities and seeks to understand and provide what people need based on these differences. Equity, unlike equality, acknowledges different populations face different barriers to success and works to limit or eliminate these barriers.

The most crucial distinction is that equity considers individual circumstances, while equality treats everyone the same. In terms of education, for example, equity would mean providing more resources for a student from a low-income background. In contrast, equality would mean all students receive the same level of resources.

Equity Primer Goals

The Equity Primer goals reflect the recommendations developed as a result of The Institute's primary research findings.

Goal 1 — Everybody gets it: Community, Employee, and Government Training and Education

The City will normalize and operationalize **an** understanding of institutional and structural **inequities** among people who work for or represent the City of Scranton, including city staff, City Council, Boards and Commissions, and ongoing program volunteers.

Strategy 1.1: Develop equity-focused leadership at all levels

City government should ensure equity across all intersections is embedded in council priorities. Develop expectations across workgroups that participate in the Equity Commission.

Strategy 1.2: Develop workplace-based equity teams

Organize departmental racial equity teams responsible for leading the implementation of a DEI action plan within their respective departments.

Strategy 1.3: Provide Diversity, Equity, and Inclusion Training

Provide introductory training to all employees and a toolkit for all department heads. Make Implicit Bias and Microaggression training mandatory for staff, council, boards, commissions, and volunteers. Additional training topics should be discussed internally and prioritized. It is important to note that training should be conducted in each area – diversity, equity, and inclusion separately, as each of these terms has their own meaning and holds their own significance in the pursuit of an equitable City and workplace.

Provide New Employee Orientation (NEO) that grounds new staff members in the organizational culture and what the City is working towards.

Train staff on utilizing the equity instrument tools included below.

Provide opportunities for staff to engage in meaningful conversations about DEI.

Establish clear DEI expectations and implement them in handbooks, scopes of work, RFPs, and contracts.

Goal 2 — Take Action

The City will take action to end disparities and inequities in city services.

Strategy 2.1: Achieve commitment at the department level

Departments will create their own equity teams and plan and identify areas of exploration to analyze and prioritize that work. New department policies based on these outcomes should utilize the equity assessment tools included below.

Strategy 2.2: Operationalize Equity Assessments and Instruments

Utilize the instruments included below for new city programs and policies.

Weave the assessments and instruments into the City's decision-making process.

Strategically integrate the assessments into the City's existing programs, policies, and budgets. Utilize the instruments when implementing changes or the creation of new City Zoning ordinances, codes, and City regulations.

Strategy 2.3: Integrate equity into master and strategic plans

Ensure that consideration of equity is incorporated into the development of new master and strategic plans, including but not limited to strategic economic development plans, community development, neighborhood plans, and land use plans.

Strategy 2.4: Focus on equity in stewarding public funds, equity programming, procurement, and City financial processes

Utilize equity instruments and assessments in the budget, purchasing, and procurement process. Ensure broader accessibility of city financial processes, including grants, RFPs, taxes, and other processes. The report produced by Living City's City Accelerator, which includes case studies on cities including Chicago, Milwaukee, Charlotte, Memphis, and Los Angeles should be consulted to determine best practices and implementation for the City of Scranton.

[0812109_resource_implementation_guide_final_32019.pdf \(lisc.org\)](#)

Goal 3 — Community Commitment.

The City will strengthen partnerships and collaborate with community members and organizations that demonstrate a commitment to ending disparities and eliminating barriers.

Strategy 3.1: Partner with the community

Identify organizations and community members interested in partnership and work together to establish ways we can coordinate, collaborate, and complement each other's work. Leverage City employees and council members in outreach and engagement within the community.

Strategy 3.2: Build community organizational capacity

Improve relationships between organizations focusing on advancing equity and establishing mutually beneficial best practices for communications and areas of collaboration.

Strategy 3.3: Seek opportunities to support and promote the value of diversity and multiculturalism

Implement neighborhood and community-wide activities that promote diversity, multiculturalism, and inclusion.

Strategy 3.4: Recognize inequities and disparities in the City of Scranton

Model changes in systems and structures that may guide other organizations in implementing similar changes.

Ensure broader accessibility of city financial processes, including grants, RFPs, taxes, and other processes.

Goal 4 — Power to *all* people.

The City will build and maintain trust through inclusive and responsive engagement with community members.

Strategy 4.1: Improve access to decision-makers

Identify and address structural inequities regarding access to council/decision-makers.

Strategy 4.2: Support city-community relationships through staffing

Build trust and ensure staff has the responsibility, skills, and cultural proficiency in establishing lasting relationships.

Strategy 4.3: Focus on high-quality community engagement

Develop, share, and incorporate best practices and resources to support accessible, inclusive, and welcoming engagement. Create collaborative opportunities to plan and implement engagement with community members. See the Community Engagement worksheet below.

Strategy 4.4: Value lived experience

Listen and be respond community needs and recognize the value of lived experiences, assets, and strengths throughout the community.

Strategy 4.5: Address language, cultural, and engagement access barriers

Increase strategic use of interpretation and translation services as well as facilitation in languages other than English. Further develop and encourage the use of resources and tactics designed to meet community members where they are (e.g., Community Connectors, micro-engagements).

Goal 5 — Representation matters.

The City will eliminate barriers and create opportunities to build a diverse workforce across the local government's depth and breadth, including elected officials, boards, commissions, and working groups.

Strategy 5.1: Address boards, commissions, and working groups

Collect the demographic data of boards, commissions, and working groups. Revamp the application process, including forms, to support increased inclusivity. Ensure outreach and recruitment processes support and encourage equity. Identify and mitigate barriers in the operations of board, Commission, and working group meetings (times of day, frequency, locations, days of the week, etc.).

Strategy 5.2: Develop the City of Scranton's workforce

Hiring

Expand outreach opportunities to attract a more diverse applicant pool.

Recruitment

Evaluate new and existing position descriptions to reduce barriers to access (e.g., higher education, professional associations).

Retention

Create support structures for employees across all intersections.
Explore and implement compensation for language skills.

Short-Term Outcomes

The City of Scranton will use a logic model as one tool to maintain accountability and measure the impact of our efforts. The following are some of the short-term outcomes and some of the feedback that helped shape this plan.

- 1. Conduct Equity Trainings** – Growing city staff and leaders' understanding and capacity for and action to promote and achieve equity. **Outcome:** City leadership and employees at all levels increase awareness, knowledge, and shared commitment to equity and understanding the importance of intersectionality.
- 2. Create, modify, and use equity tools, instruments, and assessments.** **Outcome:** City staff understand and increasingly utilize equity assessment tools and instruments for decision-making.
- 3. Collect and analyze meaningful data** – Powering continuous, increased level and rate of improvement by integrating equity data into our decision processes. **Outcome:** City staff collect relevant data and coordinate data systems to understand and track needs and impacts.
- 4. Prioritize inclusive community engagement** – Increasing empowerment and efficacy of community members for engagement in City programs and process decision-making. **Outcome:** Design new inclusive engagement opportunities.
- 5. Use resolutions and declarations to prioritize, elevate and evaluate equity.** **Outcome:** City council normalizes the use of resolutions and declarations in alignment with the Equity Primer. Staff and community members increasingly understand the purpose and function of resolutions and declarations.
- 6. Collaborate with institutional partners.** **Outcome:** Understand and inventory the equity work our institutional partners do to be aware of and continue support and expansion of coordinated efforts.
- 7. Engage with professional groups committed to advancing equity.** **Outcome:** Understand and inventory the equity work our community organizations and professional groups do to be aware of and continue support and expansion of coordinated efforts.
- 8. Implement departmental and citywide equity policies.** **Outcome:** Each city department has in place a Justice, Equity, Diversity, and Inclusion (JEDI) Team or department designee to ensure consistent equity across departments. An Equity Manager, Chief Equity Officer, or similar for The City should be designated to oversee and ensure the implementation of all equity policies and procedures.
- 9. Prioritize a diverse and inclusive workforce.** **Outcome:** Establish diversification goals. Application of equity instruments to city workforce HR processes.
- 10. Infuse Equity in city investments.** **Outcome:** Implement equity to assess and improve policy and key investment programs.

DEI Commission

In conjunction with the Scranton Area Community Foundation, the City of Scranton will co-create an equity commission dedicated to helping create neighborhoods, towns, and cities that are prosperous, inclusive, and just.

The Commission will develop innovative and promising strategies with a wide array of stakeholders and members, including:

- Community-based stakeholder organizations
- Philanthropists/ Foundations
- Policy advocates
- Lawmakers
- Government officials
- University-based researchers

Values: Social Justice, Community Engagement, Accountability, and Diversity, Equity, & Inclusion

Group members will represent a diverse community and layers of intersectionality and have clear ties to the City and/or a demonstrated ability to work with partner organizations that serve Scranton's diverse community and work to create a sustainable place for community members to grow and prosper.

Full Logic Model

Developing a logic model is a collaborative process that seeks to align resources and program activities with measurable outcomes and meaningful impacts. The result is a visual representation of the relationships among resources, activities, and desired results which guide programming decisions and help ensure success. The logic model reflects how the City of Scranton will strive to ensure equity and inclusion across the community and the City's practices.

In coordination with the City of Scranton and the Equity Commission, and in order to meet the short-term and long-term goals included in the Equity Primer, a full logic model should be utilized for enhanced diversity, equity, and inclusion. The model includes an overall problem statement and objective, followed by descriptions of key logic model components: inputs (resources), activities (strategies and actions to bring about the desired changes), outputs (deliverables), and outcomes (desired changes as a result of the activities).

The full logic model should be applied to the goals and outcomes listed above in order to achieve successful implementation. Below is an example of a logic model worksheet and how it can be utilized to address the goals and strategies of the equity primer.

Logic Model to Enhance Diversity, Equity, and Inclusion (DEI) (Modified from Crusto & Tebes, 2020)						
Guiding Questions or Problem & Objective	Inputs/Resources	Activities	Short-Term Outcomes	Long-Term Outcomes	Output Data	Higher-Level Statement or Purpose for the Activities/Outcomes
<p>1. How can the cultural competence of employees on an organizational-level be increased through trainings?</p> <p>2. How can the cultural competence of community members be increased through community-wide events?</p>	<p>Funding</p> <p>Materials</p> <p>Supplies</p> <p>Equipment</p>	<p><u>Organizational-level</u></p> <p>Hold organizational training on the topics of diversity, equity, and inclusion</p> <p><u>Community-level</u></p> <p>Plan, attend, and collaborate with community organizations to promote DEI-centered community events</p> <p>Engage Equity Commission members and Ambassadors into community outreach</p>	<p>Strengthened knowledge and awareness of best practices and increased cultural competence.</p>	<p>Increased ability to meet populations in need through City practices.</p>	<p><u>Organizational-level</u></p> <p>Surveys and focus groups.</p> <p><u>Community-level</u></p> <p>Surveys and community outreach through interviews.</p>	<p>A paradigm shift to incorporate cultural competence, equity, and an understanding of the importance of diversity, equity, and inclusion as it interfaces with intersectionality on the City level.</p>

Maintaining the DEI Plan

As we move forward, this living plan will continue to reflect the community's goals well into the future, and City Council will have annual opportunities to review and discuss progress. After three years, the plan will be updated to reflect changes in circumstances, community desires, and new priorities.

Assessment Tools

What is "Equity"? Equity is both an outcome and a process to address racial, socioeconomic, and gender disparities, to ensure fair and just access – with respect to where you begin and your capacity to improve from that starting point – to opportunities, including jobs, housing, education, mobility options, and healthier communities. Achieving equity requires community-informed and needs-based provision, implementation, and impact of services, programs, and policies that reduce and ultimately prevent disparities.

Equity means that Scranton's service delivery, project delivery, policymaking, and distribution of resources account for the different histories, challenges, and needs of communities across the City.

Tools and assessments should be applied in order to reach equity goals and desired outcomes. Below are several assessment tools that can be utilized to advance equity in the City of Scranton.

Rapid Equity Assessment Tool

The Rapid Equity Assessment tool was developed to assist in identifying and prioritizing equity opportunities. The REA enables stakeholders to apply an equity lens to decision-making, actions, and projects. The REA is not prescriptive but draws a specific focus on marginalized groups to help guide decision-making.

Utilizing the Assessment:

The process of the REA matters just as much as the outcome. The REA will assist in transforming behaviors, systems, and institutions that disproportionately harm others by addressing disparities and barriers and leading and helping to understand and recognize how and why they exist. The REA will increase access to opportunities and should be used as a frame around which all policies are built.

How should you use the Assessment?

All questions should be answered to the best extent possible before a decision is made. If you answer "no" to questions one or two or cannot identify burdens under question three, **please contact your (appropriate City designee) immediately for assistance**. The Assessment should be completed by a diverse group within the project team, including staff with a variety of experiences, knowledge, backgrounds, and skillsets. The completed form should be emailed tofor review and potential follow-up. A summary of your assessment should be included in any report, including a board report, board box, or other document explaining the decision or recommendation. Email your **Department's Equity Liaison** for assistance in using the tool.

What the REA looks like in process and action varies, but ultimately it's the action we take to understand and get people what they need and how we prioritize for the greatest needs first.

REA evaluation should be tied to qualitative research and qualitative narratives in the community around how programs are working or not working. It is crucial to lift these stories up and use them as an accountability tool to highlight those focused on community needs and community decision-making.

The REA process should focus on intentionality and discovering what building capacity and Equity in the City of Scranton means.

When should you use the Rapid Equity Assessment?

The tool should be used for actions or decisions that

- 1) will impact service, safety, or customer experience,
- 2) does not require another equity analysis, or

3) will result in a material project change. It can also be used to discuss decisions preliminarily. By rooting our decision-making in Equity, we can ensure that historically marginalized communities and others facing disparities in access to opportunities are not left behind as we respond or maneuver quickly. We must understand the potential impact of our decisions on those faring the worst to be able to improve conditions for the community in the City of Scranton.

Rapid Equity Assessment

Acknowledgments: This Rapid Equity Assessment tool was adapted from the Los Angeles County Metropolitan Transportation Authority Rapid Equity Assessment and the City of Seattle Racial Equity Toolkit.

1. **Will these impacts be internal or external?** Internal External

2. **Will the decision being made benefit or impact any of the following groups?**
 - Black, Indigenous, and/or People of Color
 - Low-Income Households (Avg. income < \$35K)
 - People with disabilities
 - Equity-Focused Communities
 - Other marginalized communities or communities facing disparities (Limited English Proficiency, LGBTQ+, women, Older Adults, etc.)
 - Minority or Women-Owned Businesses, Disadvantaged Business Enterprises, or Disabled Veterans Business Enterprise
 - Historically marginalized communities (Communities of Color, Limited English Proficiency, average incomes < \$35K)
 - Older adults (Over 62 years old)
 - People with disabilities
 - Individuals with chronic medical conditions

3. **Could this present an equity opportunity?** (Yes or No) An "Equity Opportunity" is a decision that is designed to enhance positive impacts or reduce negative impacts for historically marginalized communities or others facing disparities in access to opportunities.

4. **Which racial equity opportunity area(s) will this issue primarily impact?**

<input type="checkbox"/> Education	<input type="checkbox"/> Criminal Justice
<input type="checkbox"/> Community Development	<input type="checkbox"/> Jobs
<input type="checkbox"/> Health	<input type="checkbox"/> Housing

Environment

5. **Are there impacts on:**

Contracting Equity

Immigrant and Refugee Access to Services

Workforce Equity

Inclusive Outreach and Public Engagement

6. **Are there impacts on geographic areas?**

Yes

No

Check all neighborhoods that apply.

North Scranton

West Scranton

Green Ridge

Pinebrook

Downtown

Hill Section

Southside

East Mountain

7. **What are the racial demographics of those living in the area or impacted by the issue?**

8. **Who will benefit from and/or be burdened by this decision? Are there barriers that will prevent some people from benefiting from this decision?** (Ex: physical ability, affordability, etc.)

9. **How will the decision prioritize the needs of the populations identified above?**

a. **What are the consequences of not implementing this action, and are they worse for those populations?**

b. **How have you involved community members and stakeholders?**

10. **What are your strategies to mitigate any potential negative consequences of this decision?**

Please include specific examples related to community engagement, messaging, outreach, etc. If unknown now, revisit this tool if unintended negative consequences occur.

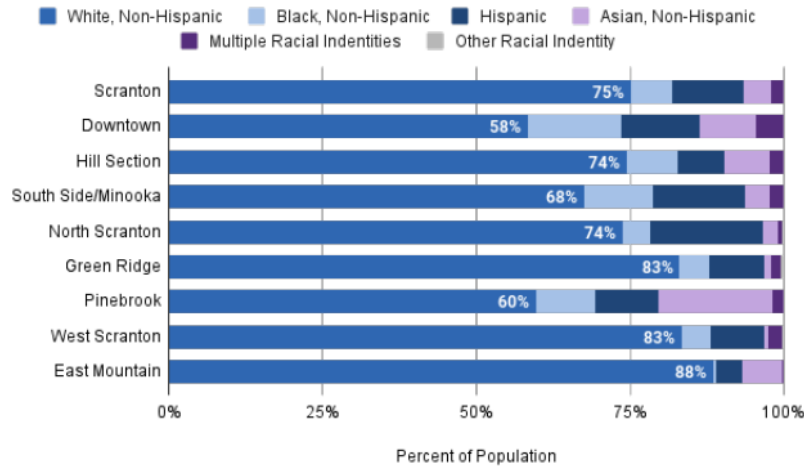
11. **How will you proceed with the action? How will you monitor the impact on the identified populations above?**

Summarize any adjustments or changes made to the decision due to the utilization of the rapid equity assessment

The Rapid Equity Assessment should be used in conjunction with neighborhood-level data, most recently available from the Scranton Economic Development Strategic Plan, which appears below.

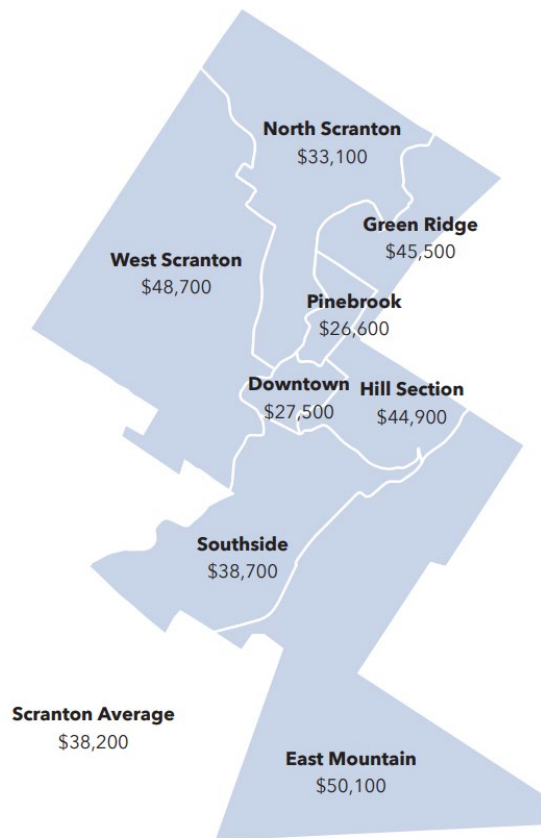
In 2016 (the most recent year with neighborhood-level data), the population of Scranton was 75% white, compared to the US average of 72%. At the neighborhood level, Downtown, South Scranton/Minooka, Pine Brook, and North Scranton are more racially and ethnically diverse than Scranton overall.²⁶

Race/Ethnicity by Neighborhood



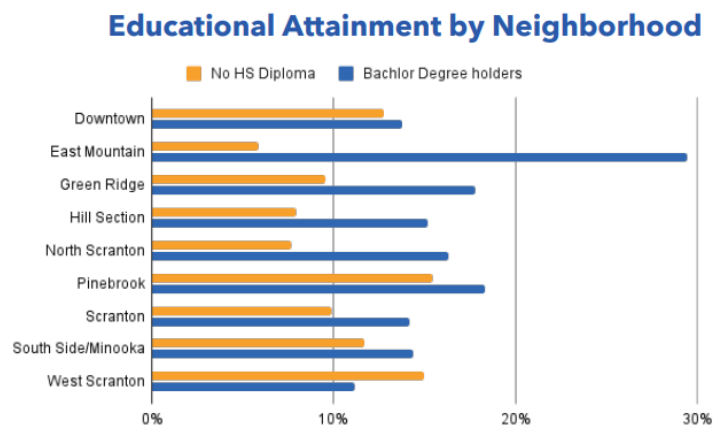
Source: Scranton Economic Development Strategic Plan

Median income widely varies by neighborhood in Scranton. There is a division between Green Ridge, Hill Section, and West Scranton, which surpasses the city average, and Downtown, North Scranton, and Pine Brook, which fall below the average. However, the presence of university students skews this number at the neighborhood level. (Scranton Strategic Economic Development Plan)



Source: Scranton Economic Development Strategic Plan

Educational attainment varies less significantly across neighborhoods. (Scranton Strategic Economic Development Plan)



Source: Scranton Economic Development Strategic Plan

Equity Impact Review Process

Acknowledgments: This Equity Impact Review (EIR) Process is adapted from the King County, Washington EIR process.

The Equity Impact Review (EIR) process merges empirical (quantitative) data and community engagement findings (qualitative) to inform planning, decision-making, and implementation of actions that affect equity in the City of Scranton.

When conducting this review process, please

- a) consider organizational and cultural diversity,
- b) include members who regularly engage with communities or connect with key affected parties/stakeholders,
- c) involve managers and leadership, and
- d) engage subject-matter and feasibility experts.

Purpose: Ensure that equity impacts are rigorously and holistically considered and advanced in the design and implementation of the proposed action (plan/policy/program development, operations modification, capital programs/projects, etc.)

How and When to Use the EIR Process: The Equity Impact Review is expected to be embedded within the development and implementation processes of the proposed action. As a team, use the equity tools – Equity Impact Review process and available data resources – to complete the EIR worksheets and understand how - and to what extent - your proposal impacts equity.

The checklist will indicate the successful completion of the EIR process.

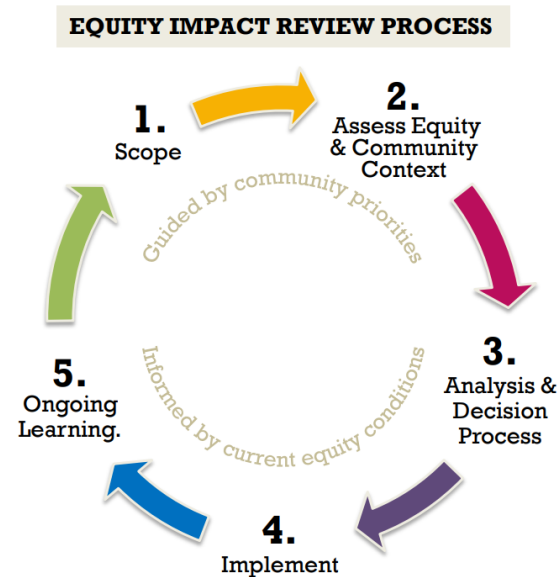
REMEMBER: For each stage of the EIR process, consider how these equity frameworks are impacted.

Distributional equity—Fair and just distribution of benefits and burdens to all affected parties and communities across the community and organizational landscape.

Process equity—Inclusive, open, and fair access by all stakeholders to decision-making that impacts the community and operational outcomes. Process equity relies on all affected parties having access to

meaningful experience with civic and employee engagement, public participation, and jurisdictional listening.

Cross-generational equity—Effects of current actions on the fair and just distribution of benefits and burdens to future generations of communities and employees. Examples include income and wealth, health outcomes, white privilege, resource depletion, climate change and pollution, real estate redlining practices, and species extinction.



Source: King County EIR

Phase 1: Scope. Identify who will be affected.

Identify how your action will affect/serve people and places using demographic information. Consider, in particular low-income populations, communities of color, and limited-English speaking residents. –

Reach:

Which people and places will be affected by your action? - Intensity: what effects, impacts, and/or outcomes will your action have on people and places? –

Duration:

How long will the action have an effect– short, medium, and/or long-term?
 Identify the group of stakeholders and affected parties – including those who have historically not been/felt included or engaged – and their decision-making roles.

Phase 2: Assess equity and community context.

Learn about affected communities’, employees’, and/or stakeholders’ priorities and concerns. (Use the Community Engagement Guide to help with this.)
 Know which determinants of equity will be affected by your intended outcomes – both directly and indirectly. (Reference the Determinants of Equity report.)
 Know how your proposed course of action will affect known disparities within relevant determinants. (Use quantitative data and/or gather new information.)
 Identify potential unintended equity-related outcomes of this action.

Phase 3: Analysis and decision process.

- Project or map out how key alternatives will affect community and employee priorities and concerns.
- Evaluate each alternative for who will be disproportionately burdened or benefit - now and in the future. How will alternative actions differ in improving or worsening current equity conditions?
- Include upstream alternatives (and related costs) that target root causes to eliminate the disproportionate impact.
- Prioritize alternatives by equitable outcomes and reconcile with functional and fiscal policy drivers.

Phase 4: Implement. Are you staying connected with communities and employees?

- Based on earlier use of the Community Engagement Guide, communicate with communities, stakeholders, and employees about how you will implement your action. Engage with affected communities and employees to guide successful implementation.
- Advance “pro-equity” opportunities when possible, i.e., contracting, hiring and promotion, materials sourcing, etc.
- Measure and evaluate your intended outcomes in collaboration with affected communities. Are there sufficient monitoring and accountability systems to identify unintended consequences? How will course corrections be handled if unintended consequences are identified?

Phase 5: Ongoing Learning. Listen, adjust, and co-learn with communities and employees.

- Evaluate whether your action appropriately responds to community priorities and concerns.
- Learn with the community to adjust your action as their priorities and concerns shift.
- Communicate progress to all stakeholders. Plan to include community feedback into future planning

Diversity, Equity, and Inclusion Policy

Acknowledgment: *The following DEI Policy is adapted from the Illinois Municipal League Diversity, Equity, and Inclusion Policy.*

DIVERSITY, EQUITY, AND INCLUSION POLICY

I. Statement of Policy

The City/Village/Town of _____ is committed to fostering, cultivating and preserving a culture of diversity, equity and inclusion.

Our human capital is the most valuable asset we have. The collective sum of individual differences, life experiences, knowledge, inventiveness, innovation, self-expression, unique capabilities, and talent that our employees invest in their work represents a significant part of our culture and our reputation and community's achievements as well.

We embrace and encourage our employees' differences in age, color, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socioeconomic status, veteran status, and all other characteristics that make our employees unique.

The City/Village/Town of _____ diversity initiatives are applicable, but not limited, to our practices and policies on: recruitment and selection; compensation and benefits; professional development and training; promotions; transfers; social and recreational programs; layoffs; terminations; and, the ongoing development of a work environment built on the premise of gender and diversity equity that encourages and enforces:

- respectful communication and cooperation between all employees;
- teamwork and employee participation, permitting the representation of all groups and employee perspectives; and,
- employer and employee contributions to the community we serve to promote a greater understanding and respect for Diversity.

II. Standards on Diversity, Equity, and Inclusion for Employees

All employees of the City/Village/Town of _____ have a responsibility to treat others with dignity and respect at all times. All employees are expected to exhibit conduct that reflects inclusion during work, at work functions on or off the worksite, and at all other City/Village/Town-sponsored and participative events. All employees are also required to complete diversity awareness training to enhance their knowledge to fulfill this responsibility.

III. Consequences of Violation of the Policy on Diversity, Equity, and Inclusion

Any employee found to have exhibited any inappropriate conduct or behavior against others such that violates this policy may be subject to disciplinary action.

IV. Reporting Violations of the Diversity, Equity, and Inclusion Policy

Employees who believe they have been subjected to any kind of discrimination that conflicts with this Policy or its supported initiatives should seek assistance from a supervisor or a human resources representative in accordance with personnel guidelines or the employee handbook.

Policy Making- Overarching Questions

Acknowledgments: Adapted from Hankivsky, O., Grace, D., Hunting, G., Ferlatte, O., Clark, N., Fridkin, A., ... & Laviolette, T. (2012a). *Intersectionality-Based Policy Analysis*. In O. Hankivsky (Ed.), *An Intersectionality-Based Policy Analysis Framework* (pp. 33-45). Vancouver, BC: Institute for Intersectionality Research & Policy, Simon Fraser University.

The following questions should be answered when considering the effects of a potential policy change.

1. What knowledge, values, and experiences do you bring to this area of policy analysis?
2. What is the 'policy problem' under consideration?
3. How have representations of the 'problem' come about?
4. How are groups differentially affected by this representation of the 'problem'?
5. What are the current policy responses to the 'problem'?
6. What inequities actually exist in relation to the problem?
7. Where and how can interventions be made to improve the problem?
8. What are feasible short, medium, and long-term solutions?
9. How will proposed policy responses reduce inequities?
10. How will uptake and implementation be assured?
11. How will you know if inequities will be reduced?
12. How has the process of engaging in an intersectionality-based policy analysis transformed:
 - a. Your thinking about relations and structures of power and inequity
 - b. The ways in which you and others engage in the work of policy development, implementation, and evaluation.
 - c. Broader conceptualization, relations, and effects of power asymmetry in the everyday world.

Community Engagement

Develop communication channels that will allow all residents ongoing opportunities to be heard

- Ensure that communication, outreach, and engagement efforts reach all residents, particularly communities that have been historically under-represented.
- Promote meaningful community participation in decisions that affect their community.
- Develop guidelines and standards for public engagement for use by all county agencies.
- Use public outreach to communicate better who we are and what we do.

Community engagement and discussions surrounding timely topics such as the police relationships with various groups of people, health disparities, education disparities, covering important issues, and getting people interested – and promoting these conversations so that community members know that leadership is focused on issues meaningful to the community.

Community Engagement Worksheet

Acknowledgments: *This Community Engagement Worksheet was adapted from the King County, Washington Community Engagement Worksheet.*

Project Title:

Project Lead:

Program Name:

Timeline: to

How to use this worksheet:

This worksheet will assist you in thinking about your process, purpose, primary audience, potential barriers, impacts, and strategies to inform and involve your intended audience before you begin. Below are some key questions with prompts to guide and direct you before beginning and during your engagement process. You may reference the Community Engagement Continuum to determine the level and engagement methods that best suit your work.

What is the purpose of your engagement?

1. State briefly why you are doing the community engagement:

What do you hope to achieve? What is your primary purpose for involving community members? Where does your engagement fit best on the continuum? Is there enough time to carry out the engagement properly?

Stakeholders and Audiences

2. Who are the key stakeholders or partners? Who is affected by, involved in, or has a specific interest in the issue?

What steps will you take to ensure impacted communities that have not historically been included in the initial decision-making phase be included? Are there specific communities that will be impacted/affected by decisions or processes related to engagement? How will you utilize internal staff expertise to provide technical assistance or consultation to ensure inclusive stakeholder involvement? Are stakeholder groups defined (e.g., neighborhoods, topic area, ethnic or racial, language, gender, tribal, etc.)? Do you or others

in the county have appropriate partnerships or contacts in place to initiate and support the adequate county level of engagement?

What strategies will you use to ensure you have information from and research about the relevant groups and communities?

3. Have you gathered adequate background information about the affected populations you intend to reach? (i.e., language or dialect spoken, customs, historical or geographic data, relevant data reports). What other research will you need to better know and understand your public? How will you identify community strengths and assets?

4. How will you ensure you effectively reach all of your audiences?

A. How do you plan to address language and literacy needs, including translations, interpretations, and reading levels? (Utilize a Plain Language Style Guide for additional assistance)

B. Have you taken into account that alternative and non-traditional approaches to consider before proceeding? Does your intended audience have their own engagement practices that should be considered? Alternatively, does your audience or community use new and social media (e.g., web videos, texting), and could this be an effective way of reaching them?

Barriers and Risks

5. What do you perceive as barriers and risks to doing this work?

Are there trust issues among members of the public or a community that may prevent full engagement (i.e., social, political, tribal, gender-specific)? How will you address the diverse cultural differences among affected communities? Is there adequate justification for proceeding with your project concept (i.e., time, cost, level of interest)? Is there community and public support for your project? What are some unintended consequences of the project if not done effectively? Are there strategies in place to address unintended consequences?

Decision-making Process and Communications

6A. If there are decisions to be made, how does the engagement fit into the overall decision-making process?

Are there processes in place to involve affected communities in decisions at different levels and phases? Do you have representation from affected communities in decisions? What decisions need to be made after the engagement, and how will the community be involved in that process? How will the affected community be informed of final decisions? Do you have a standard point of contact for community members?

6B. What is in place to inform the community of benchmarks or progress of your project?

How will you recognize the contributions of community members? Will there be opportunities for formal project/program updates and feedback (i.e., meetings, website updates, phone calls, email)? Is there a budget for printing and circulating a report on the outcomes? Who will inform the community of the impacts of final decisions? What steps will be taken to maintain opportunities for future collaboration or engagement?

Evaluation and Monitoring of Success

7. How will you evaluate the success of your project both in terms of process and outcomes?

Were you able to successfully reach the intended audience? Did people receive the necessary information they needed to make a relevant response? Did you choose the right type or level of engagement to match the purpose? Was feedback received from the community positive or negative? Did the community feel like they received proper feedback on the results of the engagement? Did they indicate they want to be part of a similar process again? If not, why not? What would you do differently to make the process better, more inclusive, and more impactful?

Logistics and things to consider for planning community meetings:

The logistics of community engagement are critical for turnout and community interest. Paying attention to a number of logistical issues will enhance participation and improve the overall effort. Some things to consider:

Venue	Making meetings geographically close to communities or stakeholders is critical to get a good turnout. Choosing a site that is community-centered may more familiar and comfortable for attendees. Does the venue accommodate for public parking and transportation?
Host	If inviting public officials, make sure you have followed appropriate channels before inviting them to participate. Clarify in advance the role for County Executive, Council members, Public Information Officer, and community members prior to the engagement.
Staffing	Will you use program staff, other King County staff or partner staff to help with set up, welcoming, and meeting facilitation?
Budget	Is your budget adequate to provide resources for advertising, communication and promotion, rental space, refreshments/food, transportation, child care, and translation/interpretation?
Accessibility	Is the location wheelchair accessible and code approved for people with disabilities?
Time	Do you have staff that can attend evening or weekend meetings? Can you accommodate community members to hold evening or weekend meetings?

Appendix

DEI-Centric Learning Materials

Social Identity Wheel



1. Identities you think about most often
2. Identities you think about least often
3. Your own identities you would like to learn more about
4. Identities that have the strongest effect on how you see yourself as a person

Privilege and Disadvantage Inventory (Adapted from Teaching for Diversity and Social Justice, Second Edition, Routledge, 2007)

Directions: Read each of the following statements and indicate whether or not the statement is true for you. Circle the T if the statement is true for you. Circle the F if the statement is not true for you.

- My ancestors were forced to come to the USA against their will or because they were fleeing oppression elsewhere. **T F**
 - My primary ethnic identity is American. **T F**
 - People of color worked for my parents as servants, gardeners, or child caretakers. **T F**
 - I have been called names or verbally harassed because of my religion, sexual orientation, or disability. **T F**
 - I can formalize my love relationship legally through marriage and receive the benefits that accompany marriage. **T F**
 - A member of my family is lesbian, gay, or bisexual and in the closet. **T F**
 - I have studied the culture of my ancestors in school. **T F**
 - Most of the adults and other students in the high school I attended had a racial or ethnic heritage similar to mine. **T F**
 - I went to a school where my first language was the primary language used in oral and written communication. **T F**
 - I've had to skip a meal, or I was hungry because my family did not have enough money to buy food when I was growing up. **T F**
 - The religious holidays observed in my high school matched my family's religious observances. **T F**
 - I have attended private school or sleep-away summer camp. **T F**
 - I was raised in a single-parent household. **T F**
 - I have avoided a career choice, recreational activity, friendship, or clothing choice to avoid being thought to be lesbian or gay. **T F**
 - I have been discouraged from a career choice because of my sex or a disability. **T F**
- © Teaching for Diversity and Social Justice, Second Edition, Routledge, 2007
- My family has taken vacations outside of the USA. **T F**
 - I have been physically harassed because of my gender expression, race, religion, ethnicity, disability, or sexual orientation. **T F**
 - One of my parents has been laid off or unemployed, not by choice. **T F**
 - I grew up in a home owned by my family. **T F**
 - I can hold hands with or express physical affection with an intimate partner in public without provoking stares or hostile comments. **T F**
 - I am generally able to avoid places that are dangerous in my day-to-day life. **T F**
 - I have been paid less or denied a job because of my race, sex, or disability. **T F**
 - I have inherited money or property. **T F**
 - I have been offered a good job because of family connections or associations with friends. **T F**
 - I have been accused of cheating, lying, or stealing because of my age, race, ethnicity, or religion. **T F**
 - I will never need to teach children in my life about Racism for their survival. **T F**
 - I have never been denied access to a public building or educational program because of a disability. **T F**
 - My parents told me that I could be anything I wanted to be when I grew up. **T F**
 - I've never had to worry about the safety of children in my life because of their sexual orientation or gender expression. **T F**
 - I rarely see people of my race or ethnicity portrayed on television or in the movies. **T F**

- The presence of police or other law enforcement officials at a public place or event makes me feel protected from harm. **T F**
- I have been the victim of physical violence because of my race, gender expression, religion, or sexual orientation. **T F**
- I have been teased or made fun of because of my gender expression. **T F**
- Either I or someone close to me has been the target of sexual harassment or sexual violence. **T F**
- I have been made to feel inferior because of my age. **T F**

Process Questions

1. What are your reactions to the process of doing the activity?
2. What are your reactions to identifying some of the privileges and disadvantages associated with some of your social group memberships?
3. What statements were particularly striking to you? Why?
4. What questions about privilege and disadvantage are raised for you?
5. How was your experience of privilege and disadvantage the same or different from others in your discussion group?

Glossary of Terms

Using shared definitions of key terms in the City's racial equity work provides clarity and consistency across the organization, which leads to better analysis of how institutional racism functions and is maintained. We can then be more effective in deconstructing these mechanisms that support institutional Racism and begin constructing ones that produce equitable outcomes.

Adverse Impacts: refers to practices or policies that appear neutral but have a discriminatory effect on a protected group. Source: Office of Equity and Human Rights (OEHR)

Communities of Color: this is a term used primarily in the United States to describe communities of people who are not identified as white, emphasizing common experiences of Racism. Source: OEHR

Community outcomes: The specific result you are seeking to achieve within the community that advances racial Equity. Source: Seattle RSJI

Discrimination: refers to practices or policies that may be considered discriminatory and illegal if they have a disproportionate "adverse impact" on persons in a protected class. Source: OEHR

Disparate Impacts: refers to practices or policies that may be considered discriminatory and illegal if they have a disproportionate "adverse impact" on persons in a protected class. Source: OEHR

Diversity: includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from one another. Source: UC Berkeley CEID

Environmental Justice: According to the US Environmental Protection Agency, environmental justice is the right to a clean, safe and healthy quality of life for people of all races, incomes, and cultures. Environmental justice emphasizes accountability, democratic practices, remedying the historical impact of environmental Racism, just and equitable treatment, and self-determination.

Ethnicity: a category of people who identify with each other based on common language, ancestral, social, cultural, or national experiences. Source: Oxford English Dictionary

Equity: when one's identity cannot predict the outcome. Source: OEHR

Equity Focus: is a critical thinking approach to undoing institutional and structural Racism, which evaluates burdens, benefits, and outcomes to underserved communities. Source: OEHR

Inclusive Engagement: Processes inclusive of people of diverse races, ethnicities, cultures, gender identities, sexual orientations, and socioeconomic status. Access to information, resources, and civic processes so community members can effectively engage in the design and delivery of public services. Source: Seattle RSJI

Institutional Racism: occurs within institutions and systems of power. It is the unfair policies and discriminatory practices of particular institutions (schools, workplaces, etc.) Source: Race Forward, Moving the Race Conversation Forward

Latino/Latina: a person of Latin American origin or descent, using traditional gendered language.

Latinx: a person of Latin American origin or descent sometimes used as a gender-neutral or nonbinary alternative to Latino or Latina.

Marginalized populations: groups and communities that experience discrimination and exclusion (social, political, and economic) because of unequal power relationships across economic, political, social, and cultural dimensions. Source: National Centre for Determinants of Health

Performance Metrics: measures an organization's behavior, activities, and performance. It assesses how well workers are doing their respective tasks and how companies are accomplishing their objectives. It provides hard data and gives off outcomes that appraise clearly defined quantities within a range that facilitates improvement and upgrading. Source: Wikipedia

Privilege: refers to the unearned set of advantages, entitlements, and benefits bestowed by the formal and informal institutions of society to ALL members of a dominant group (e.g., White privilege, male privilege, economic privilege, etc.). Privilege is usually invisible to those who have it. Source: OEHR

Race: A non-scientific, social construct that divides people into distinct groups based on characteristics such as physical appearance, ancestral heritage, cultural affiliation, cultural history, or ethnic classification. Source: Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.

Racial Equity: when race does not determine or predict the distribution of resources, economic/political/social opportunities, and burdens for group members in society. Source: OEHR and Sea_Le RSJI

Racial Equity Framework: An understanding of the root causes of racial disparities, an analysis of the structures that perpetuate these disparities, and the ability to deploy critical strategies to undoing those structures (e.g., community self-determination, shifting power) in order to replace them with structures that produce equitable outcomes.

Racial Equity Tools: A set of strategies, procedures, and resources designed to integrate explicit consideration of racial equity that can be implemented and applied throughout organizational policy, procedures, and operations to ensure/drive equitable process, impacts, and outcomes. Source: OEHR

Stakeholders: Those impacted by proposed policy, program, or budget issues who have potential concerns or issue expertise. Source: Sea_Le RSJI

Structural Racism: is a racial bias among institutions and across society. Source: Race Forward, Moving the Race Conversation Forward

Underserved: refers to people and places that historically and currently have not had equitable resources or access to infrastructure, healthy environments, housing choice, etc. Disparities may be recognized in both services and in outcomes. Source: OEHR

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