MEMORANDUM

TO:	Mayor and Council
FROM:	Brion Oaks, Chief Equity Officer
DATE:	June 20, 2017
SUBJECT:	Equity Assessment Tool Pilot Project Update

The Equity Office is excited to announce that the first phase of the Equity Assessment Tool pilot project has concluded. We have completed equity assessments from our eight early adopters— Austin Public Health, Austin Water Utility, Economic Development, Human Resources, Austin Public Library, Austin Parks and Recreation, Public Works, and Austin Transportation.

BACKGROUND

In an effort to address racial inequity in Austin, the City Council passed Resolution No. 20150507-027 in May 2015, which directed the City Manager to evaluate the impact of existing city policies and practices on racial equity and develop an Equity Assessment Tool that can be used across City departments during the budget process. The Council's goal is to utilize the Equity Assessment Tool and implement new policies, practices, and programs to help identify and address the inequities that impact the quality of life for low-income communities in Austin, which are disproportionately communities of color. To achieve this goal, the Equity Office has worked closely with members of the community to co-create the City's first Equity Assessment Tool.

The Equity Assessment Tool lays out a process and a set of questions to guide departments in the development; implementation; evaluation of policies, practices, and budget allocations; and programs to begin addressing their impacts on equity. The Draft Equity Assessment Tool (attached) includes the following information:

A. **Introduction** – Brief historical account and Council Resolution for context.
B. **Departmental Analysis** – A look at the department's cultural and commitment to principles that drive equity.
C. **Budget** – A scan of potential for realignments and insight on how community is included in budget planning.
D. **Community Engagement** – Gauges practices and quality of interaction with the community.
E. **Alignment** – Evaluates opportunities to address disparities within Council's six priority outcomes.

NEXT STEPS

All eight early adopters continue their work utilizing the Equity Assessment Tool, and reports from those departments, as well as the pilot project, will be completed in August 2017. These reports will summarize the strengths, weaknesses, opportunities, and threats for each department, which the Equity Office will then use to help departments create Action Plans to address the key areas for improvement highlighted in their Equity Assessments. The Action Plans will be completed during departmental business planning in January 2018. The

Equity Office will utilize the information received and learned from the pilot departments to further refine the Equity Assessment Tool, to ensure it is ready for all City departments to utilize during budget planning for FY 2019.

Should you have any questions or need additional information, please feel free to contact me. Thanks!

cc:	Elaine Hart, Interim City Manager
	Ray Baray, Chief of Staff
	Assistant City Managers

City of Austin Equity Assessment Tool (DRAFT)

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INTRODUCTION

The vision of the City of Austin is to make Austin the most livable city for ALL. The mission of the City of Austin Equity Office is to provide leadership, guidance, and insight on equity to improve the quality of life for Austinites. In order to achieve this vision, institutions need formal tools to closely examine policies, practices, budget allocations, and programs that perpetuate institutional racism and systemic inequities. The Equity Assessment Tool lays out a process and a set of questions to guide city departments in the development, implementation and evaluation of policies, practices, budget allocations, and programs to begin to address their impacts on equity.

Equity is defined as _____. The Equity Assessment Tool leads with race, as it is the primary predictor of access, outcomes, and opportunities for all quality of life indicators. By focusing on racial equity, this tool introduces a framework that can be applied to additional marginalized social identities which intersect with racial identity including age, religion, gender identity, sexual orientation, and ability. The Equity Assessment Tool systematically integrates purposeful consideration to ensure budget and planning decisions reduce disparities, promote service level equity, and improve community engagement.

BACKGROUND

Austin has a long history of systemic racism and racial inequity that continues today. From the city's origins, African Americans and other communities of color were excluded, marginalized and discriminated against as a result of city policies and practices. This history was reinforced by segregationist policies throughout the 20th century affecting a range of Austin venues, including schools, public parks, and commercial businesses, among others. One of the most disheartening chapters of this legacy was the City of Austin's Master Plan of 1928, which divided the City along racial lines by moving community services for African American and Hispanic/Latinx residents to East Austin. African-American and Hispanic Austinites who tried to settle in areas outside of the designated district were often denied services such as utilities and access to public schools. People of color were told that if they wanted access to essential services, they had to live in the designated areas. Despite these challenges, communities of color in Austin thrived and developed strong, close knit, and vibrant communities.

While Austin was most recently recognized by US News and World Report as "The Best Place to Live in the U.S.," (citation needed), the City consistently makes national lists as a city with severe inequality. In 1950, Austin was fourth in the country for the most income inequality. In 2015, the Martin Prosperity Institute listed Austin as the most economically segregated city in the country (citation needed). Legacies of displacement by wealthier white Austinites and lack of access to opportunity for people of color have marked the city with continued racial disparities. For more historical context, see Appendix A.

In an effort to address racial inequity in Austin, City Council passed Resolution No. 20150507-027 in May of 2015, which directed the City Manager to evaluate the impact of existing city policies and practices on racial equity and develop an Equity Assessment Tool that can be used across City departments during the budget process. The Council's goal is to utilize the Equity Assessment Tool and implement new policies, practices, and

programs to help identify and address the inequities that impact the quality of life for low-income communities in Austin, which are disproportionately communities of color.

When fully implemented, the Equity Assessment Tool will aid City of Austin departments in:

- Focusing on human centered design and building institutional empathy;
- Engaging residents in decision-making processes, prioritizing those adversely affected by current conditions;
- Bringing conscious attention to racial inequities and unintended consequences before decisions are made;
- Advancing opportunities for the improvement of outcomes for historically marginalized communities;
- Removing barriers to the improvement of outcomes for historically marginalized communities; and
- Affirming our commitment to equity, inclusion, and diversity.

INSTRUCTIONS

This tool should be completed annually by department leadership and financial staff as you craft your budget proposals and business plans for the following fiscal year.

Please refer to the following seven steps for building racial equity, provided by GARE, as you complete this tool:

1. **Know the History:** Consider historical events that have negatively impacted communities of color. Acknowledge them and create space for communities to share as to not repeat the same mistakes.

2. **Develop the Proposal:** What is the policy, program, practice or budget decision under consideration? What are the desired results and outcomes?

3. **Monitor Data:** What are the data? What do the data tell us? Are they disaggregated by race?

4. **Engage the Community:** How have communities been engaged? Are there opportunities to expand engagement?

5. **Analysis and strategies:** Who will benefit from or be burdened by your proposal? What are your strategies for advancing racial equity or mitigating unintended consequences?

6. **Implementation:** What is your plan for implementation?

7. **Accountability and Communication:** How will you ensure accountability, communicate, and evaluate results?

SECTION ONE: DEPARTMENTAL ANALYSIS

1. What are your department's greatest equity priorities?

2. How does your department measure the effectiveness of its racial equity programs?

3. What strategies does your department employ to ensure departmental policies, practices, and programs do not adversely impact communities of color?

4. What is the racial breakdown of your department's client base?

5. What is the racial makeup of your department's staff? (Your HR representative can provide this information.)

6. What is the racial makeup of your department's contractors and consultants?

7. What are your department's strategies for ensuring diversity of your staff?

8. What dollar amount and percentage of your department's budget is allocated towards expanding diversity amongst your staff?

9. What dollar amount and percentage of your department's training budget is allocated towards training opportunities for staff that focus on critical issues related to equity and the elimination of institutional racism?

    a. Please list those training opportunities.

    b. In what ways are your staff on-boarded or oriented to historical and current racial inequity?

    c. How does your department measure the effectiveness of its equity and institutional racism trainings?

10. What dollar amount and percentage of your department's budget is allocated towards capturing residents' satisfaction with programming and services?

    a. Are these data broken down by race, ethnicity, gender, national origin, and income level? Please provide an attachment of your most recent resident's satisfaction report.

11. How is your department collaborating with other City departments to achieve racial equity in Austin?

SECTION TWO: BUDGET

1. Identify ways in which your department pursues racial equity throughout budget planning.

2. Identify specific realignments in your department's base budget that could advance racial equity for communities of color.

3. Describe an unmet need within your budget that inhibits your department's achievement of its greatest equity priorities.

4. What dollar amount and percentage of your budget is grant funding that supports programs or services designed to advance equity for communities of color?

5. How have you involved internal and external stakeholders, including marginalized communities of color, in your department's budget process? What amount and percentage of your department's budget is allocated towards this process?

6. Identify ways in which your department's budget may disproportionately benefit some communities over others.

7. Identify ways in which your department's budget may disproportionately burden or marginalize some communities over others.

8. What is the proportion of your department's budget in relation to the City's general fund budget?

SECTION THREE: ENGAGEMENT

1. Please list all opportunities your department offers residents to provide recommendations on programs, policies, and/or plans.

    Funds allocated for this process and percent of base budget: _____

2. Does your department translate public documents, policies, applications, notices, and hearings for persons with limited English proficiency or visual/hearing impairments? What dollar amount and percentage of your base budget is allocated towards this process? (Feel free to copy from your department's Language Access Plan.)

    ● Please describe how your department determines which public documents, policies, applications, notices, and hearings are translated for persons with limited English proficiency or visual/hearing impairments.

    ● List all languages into which public documents, policies, applications, notices, and hearings are translated for limited English speaking populations.

3. Please describe how your department verifies the reading level of public documents, policies, applications, notices, and hearings.

4. What dollar amount and percentage of your department's budget is allocated towards ensuring that public documents, policies, applications, notices, and hearings are concise, understandable, and readily accessible to the public?

   ● Please describe your department's process for determining if public documents, policies, applications, notices, and hearings are concise, understandable, and readily accessible to the public.

   ● Please describe by what means your department makes public documents, policies, applications, notices, and hearings more concise, understandable, and readily accessible to the public.

5. What dollar amount and percentage of your department's base budget is allocated towards holding public meetings for the purpose of fact-finding, receiving public comments, and conducting inquiries?

   ● Please describe your department's process for determining when public meetings for the purpose of fact-finding, receiving public comments, and conducting inquiries are appropriate.

   ● Please describe what accommodations are made so that community members may meaningfully participate:
     ❏ Food is provided
     ❏ Supervised children's activities are provided
     ❏ ASL is provided
     ❏ Translation or interpretation provided in (please specify languages):
        ❏ _____
        ❏ _____
        ❏ _____
        ❏ _____
     ❏ Transportation is made available for community members with mobility issues
     ❏ Location selected to be accessible to target community(s)
     ❏ Other:_____

6. Please list your department's community engagement events/activities for the past fiscal year.

7. What other strategies does your department employ to ensure accountability to communities of color in its planning process? (e.g., improved leadership opportunities, advisory committees, commissions, targeted community meetings, stakeholder groups, focus groups, increased outreach, stipended participation, etc.)

8. At what stage in your decision making process do you engage the community?

9. How many community members does your department engage annually?

10. What are the demographics of the community members you engage?

11. Does your department collect feedback to evaluate the effectiveness of community engagement efforts? If so, how?

12. What are you doing to understand the lived experiences of members marginalized communities?
    - ❏ Applying for your department's services
    - ❏ Participating in simulated training experience
    - ❏ Focus groups with clients
    - ❏ Other: _____

SECTION FOUR: ALIGNMENT (with Council's Six Proposed Priority Outcomes)

Austin City Council has proposed the following six priority outcomes to guide the City:

- Economic Opportunity and Affordability: Having economic opportunities and resources that enable residents to lead sustainable lives in their communities.
- Mobility: Getting where and when they want to go safely and cost-effectively
- Safety: Being safe in our home, at work, and in their communities
- Health: Being able to maintain a healthy life both physically and mentally
- Cultural and Learning Opportunities: Being enriched by Austin's unique civic, cultural, ethnic, and learning opportunities
- Government that Works: Believing that City government works for everyone: that is fair and equitable; serves as a good, continuously improving and innovating steward of its resources; recruits and retains a high performing, ethical workforce; effectively collaborates with the public; and delivers the results people expect and an experience they welcome.

1. Please identify all the ways that your department's proposed budget and planning have the potential to positively impact racial equity in one or more of Council's six priority areas.
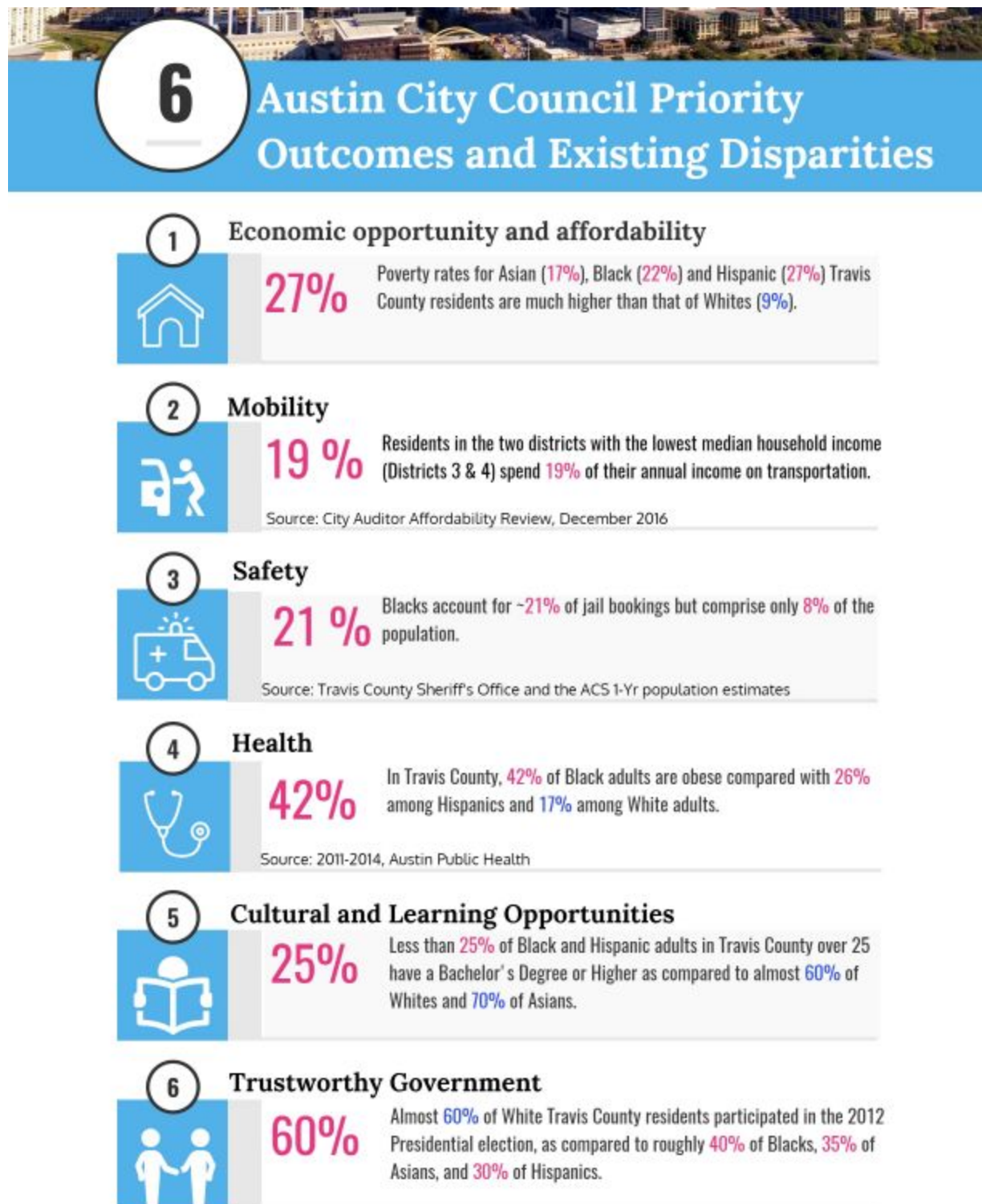
Appendix A: History

To know where we are going, we must first know where we have been. Learning about past inequities and social justice issues in our community can prevent repeating the same mistakes.

Learn More about Austin's Racial History:

- Austin- A "Family-Friendly" City: Perspectives and Solutions from Mothers in the City. (2015)
- Link to full Master Plan of 1928 (the "Koch Proposal") which formally and legally segregated the City by only providing essential city services (utilities, education, paved roads) to people of color in areas east of what is now I-35.
- "How East Austin Became a Negro district" (East End Cultural Heritage District)
- East Austin Gentrification Overview (East End Cultural Heritage District)
- "Austin: A Liberal Oasis?", a slide presentation by Undoing White Supremacy Austin, presenting a brief overview of the history of institutional racism in Austin (document format)
- *Shadows of a Sunbelt City* (Dr. Eliot Tretter, 2016, University of Georgia Press) Planning for displacement. The partnership between UTA, the state and federal governments, and the real estate industry and its dominance over City planning and economic development. In particular, Chapter 6 ("The Past is Prologue") describes how the City's legal and administrative policies, in conjunction with private zoning deed restrictions, codified institutional racism. Interview with Dr. Tretter
- Austin Restricted: Progressivism, Zoning, Private Racial Covenants, and the Making of a Segregated City (Tretter, Sounny-Slitine, Final Report to the Institute for Urban Policy Research and Analysis, 2012)
- Austin Gentrification Maps (making visible one of the effects of COA policy and practice)
- Inheriting Inequality (maps of the history of the racial divide in Austin)
- Crossing Over: Sustainability, New Urbanism, and Gentrification in Austin, Texas (the downside of the "new urbanist" movement)

Appendix B: Proposed City Council Priorities Infographic

6 Austin City Council Priority Outcomes and Existing Disparities

1 Economic opportunity and affordability

27% Poverty rates for Asian (17%), Black (22%) and Hispanic (27%) Travis County residents are much higher than that of Whites (9%).

2 Mobility

19 % Residents in the two districts with the lowest median household income (Districts 3 & 4) spend 19% of their annual income on transportation.

Source: City Auditor Affordability Review, December 2016

3 Safety

21 % Blacks account for ~21% of jail bookings but comprise only 8% of the population.

Source: Travis County Sheriff's Office and the ACS 1-Yr population estimates

4 Health

42% In Travis County, 42% of Black adults are obese compared with 26% among Hispanics and 17% among White adults.

Source: 2011-2014, Austin Public Health

5 Cultural and Learning Opportunities

25% Less than 25% of Black and Hispanic adults in Travis County over 25 have a Bachelor's Degree or Higher as compared to almost 60% of Whites and 70% of Asians.

6 Trustworthy Government

60% Almost 60% of White Travis County residents participated in the 2012 Presidential election, as compared to roughly 40% of Blacks, 35% of Asians, and 30% of Hispanics.

Data Source: American Community Survey, 1 Year Estimates unless noted otherwise

Appendix C: Glossary of Terms

SOURCE: http://racialequitytools.org/glossary

Discrimination - The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories.

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

Ethnicity - A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base.

Equity

Implicit bias - Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to trump individuals' stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess. The Implicit Association Test (IAT) is often used to measure implicit biases with regard to race, gender, sexual orientation, age, religion, and other topics.

Inclusion - Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Institutional racism - Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color.

Intersectionality - An approach largely advanced by women of color, arguing that classifications such as gender, race, class, and others cannot be examined in isolation from one another; they interact and intersect in individuals' lives, in society, in social systems, and are mutually constitutive.

Oppression - Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access.

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

Prejudice - A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics.

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

Race - A political construction created to concentrate power with white people and legitimize dominance over non-white people.

Racial and ethnic identity - An individual's awareness and experience of being a member of a racial and ethnic group; the racial and ethnic categories that an individual chooses to describe him or herself based on such factors as biological heritage, physical appearance, cultural affiliation, early socialization, and personal experience.

Racism - For purposes of this site, we want users to know we are using the term "racism" specifically to refer to individual, cultural, institutional and systemic ways by which differential consequences are created for groups historically or currently defined as white being advantaged, and groups historically or currently defined as non-white (African, Asian, Hispanic, Native American, etc.) as disadvantaged.

Structural racism - The normalization and legitimization of an array of dynamics – historical, cultural, institutional and interpersonal – that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism – all other forms of racism emerge from structural racism.

White privilege - Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it.