

# Final Report

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## Urban Redevelopment Authority of Pittsburgh Racial Equity Assessment

### Findings and Recommendations

July 13, 2018

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# Section 1

## Executive Summary

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### Background

Unlike many other municipal economic development agencies in Pennsylvania, the Urban Redevelopment Authority of Pittsburgh (URA) has undertaken several initiatives to better understand and address business and workforce policies and practices relative to its racial equity objectives. In 2016, as part of its ongoing efforts to develop and guide the implementation of strategic initiatives to enhance equity, diversity and inclusion, the URA established an internal “Equity Working Group”, to be a vehicle through which ten staff and board members:

- Determine a language to communicate equity principles, goals, policies and practices;
- Create equity principles by which URA staff and board members abide;
- Determine equity standards for existing internal and external policies and practices; and
- Propose policies and practices to promote equitable development and design for URA funded projects.

URA acknowledged that: *“Internally, it is essential that URA staff and board members acknowledge and repair the system that left many communities vulnerable to unhealthy and economically fragile living conditions. This is particularly important with regard to dismantling the institutional and structural racism engrained within the urban policies the agency was responsible for implementing upon its inception. The work of this group at the URA will go a long way in preparing the city and the region for demographic shifts that are certain to come.”*

Among its efforts, the Equity Working Group seeks opportunities to improve outcomes for minority- and woman-owned (MWBE) firms doing business in the Pittsburgh region, and makes policy recommendations to improve the agency’s internal and external practices.

In June 2016, the URA commissioned an examination of its implementation of the MWBE Program (Program) to seek recommendations on potential refinements and other measures that could help build an even stronger, more robust Program. Based on the consultant’s findings and recommendations in the January 5, 2017 “Final Report: Review of the Urban Redevelopment Authority of Pittsburgh’s Minority and Women Business Enterprise Program”, the agency has since made numerous improvements to the Program, including hiring an individual responsible for overall MWBE Program development, management and implementation; enhancing outreach efforts; refining implementation procedures and compliance policies; and establishing a Micro-Enterprise Loan program to provide financing for startup and small businesses that need capital to launch or grow a business. URA’s website has also been upgraded to include more information on its MWBE Program policies, procedures and practices.

In February 2018, the URA retained Exstare Federal Services Group (Exstare) to conduct a racial equity assessment to help the agency develop a comprehensive picture of its organizational climate, get a better understanding of internal and external perspectives concerning its racial equity efforts, and to make recommendations concerning those efforts. The Equity Working Group oversaw the assessment process, provided guidance to Exstare, and helped facilitate communication and the free exchange of information.

The URA intends to use the assessment results for three primary purposes:

1. To improve URA's racial equity policies and performance.
2. To promote an inclusive work environment that ensures equal employment opportunities for all, values diversity and empowers employees so that they may contribute and participate to their fullest potential in support of the URA's mission.
3. To fix problems that demotivate people, diminish performance, or compromise URA's commitment to its goals.

URA has adopted key terms and definitions concerning diversity, equity and inclusion. One of those definitions states: *"Racial equity refers to what a genuinely non-racist society would look like. In a racially equitable society, the distribution of society's benefits and burdens would not be skewed by race. In other words, racial equity would be a reality in which a person is no more or less likely to experience society's benefits or burdens just because of the color of their skin. This is in contrast to the current state of affairs in which a person of color is more likely to live in poverty, be imprisoned, drop out of high school, be unemployed and experience poor health outcomes like diabetes, heart disease, depression and other potentially fatal diseases. Racial equity holds society to a higher standard. It demands that we pay attention not just to individual-level discrimination, but to overall social outcomes."*

## **Scope of the Assessment**

Exstare first reviewed internal documents relative to URA's human resources and MWBE Program policies and practices, external communications, and other activities as they reflect and/or pertain to the agency's goal to eliminate institutional bias and build equitable policies. Exstare also sought information on other municipal economic development agencies' racial equity efforts and practices. A review of policies and practices of other organizations and jurisdictions, as well as their diversity, equity and inclusion tools and resources, was also conducted.

Exstare's assessment also included surveys of URA senior staff and Board members; focus groups with URA employees and local businesses; interviews with former URA employees; and interviews with representatives of local community-based organizations, URA partner agencies, and other non-profit organizations.

This formative assessment was conducted to objectively understand the state of URA’s racial equity, diversity and inclusion efforts, and to make recommendations for the purpose of improving those efforts, internally and externally.

## **Execution of the Assessment**

**Document and data review.** In order to develop a more comprehensive picture of the organizational climate in relation to the URA’s goal of racial equity, Exstare reviewed relevant URA documents and data, including policies and procedures for recruiting, candidate selections, compensation, and training; job descriptions; policies and/or strategies utilized to increase inclusive community engagement; MWBE Program documents; marketing materials; the URA website; and other pertinent documents.

A general review of the diversity, equity and inclusion policies and practices of other municipal economic development agencies in Pittsburgh and in other cities around the country was also conducted. This review helped to identify resources and tools that the URA can utilize as it continues to address racial equity matters (see Section 3 of this report). Appendix C provides a list of documents and data that Exstare utilized in conducting the assessment.

**Interviews.** Between March 2018 and April 2018, Exstare conducted focus groups, personal interviews, and surveys. Use of “interviews” in the remainder of this report encompasses senior staff and board members’ surveys, personal interviews with former employees and individuals from other agencies, and focus groups with URA employees and local businesses. “Interviewees” include URA management staff, administrative staff and board members; former URA employees; individuals from local community-based organizations, URA partner agencies, and other non-profit organizations; and representatives of local businesses.

During the interviews, interviewees had opportunities to discuss equity, diversity and inclusion matters concerning the URA workforce; the agency’s communications with and outreach to the communities it serves; suggestions about where URA should focus its diversity and inclusion priorities, and ways to improve URA’s equity, diversity, and inclusion policies and performance.

- **Focus groups.** Two focus groups – one for businesses on March 28, 2018, and one for employees on March 29, 2018 – were held at URA’s office in Pittsburgh, Pennsylvania. In preparation for the focus groups, Exstare prepared presentations to facilitate the discussions during these interviews. Please see Appendix B for the presentations utilized to facilitate the focus group discussions.

The 10 business focus group participants equally represented MWBE and non-MWBE businesses throughout the City. The discussion with businesses was targeted to address specific subjects including URA’s organizational commitment to diversity, equity, and inclusion, and outreach to and collaboration with the local community. The 20 employee

focus group participants represented a variety of administrative employees from each of the URA departments. The discussion with employees was targeted to address specific subjects concerning workforce diversity and promoting an inclusive work environment. Both groups also offered suggestions to improve URA's racial equity policies and performance.

- **Personal interviews.** In April 2018, Exstare conducted personal interviews by telephone with 14 individuals, including former URA employees, and representatives of local community-based organizations, URA partner agencies, and other non-profit organizations. Interviewees were obtained from recommendations made by the URA and expressed their interest in being interviewed. The purpose of the interviews was to obtain the perceptions of those either directly involved with, or affected by, or who might be aware of URA's diversity, equity and inclusion practices. The approximate one-hour interviews included a set of common interview objectives, but also provided for open-ended discussions. Because interviewees were often quite specific in their comments, Exstare reports interviewee comments generally in many cases to minimize the chance that interviewees or other individuals or businesses mentioned during the interviews could be identified.

In preparation for the interviews, Exstare developed a questionnaire that provided a script for presenting a standard set of questions and response options. The questionnaire also incorporated areas covered in other agencies' racial equity assessment tools, including, at URA's request, the "Tool for Organizational Self-Assessment Related to Racial Equity" that was developed in 2014 by the Coalition of Communities of Color and All Hands Raised in Oregon. Please see Appendix A for the questionnaire utilized to conduct personal interviews.

**Management staff and board surveys.** Exstare developed a survey questionnaire for the URA senior management team and a survey questionnaire for URA board members. Both surveys included a standard set of questions and response options for collecting information. At URA's request, each survey incorporated areas covered in the "Tool for Organizational Self-Assessment Related to Racial Equity" that was developed in 2014 by the Coalition of Communities of Color and All Hands Raised in Oregon. The surveys were administered via SurveyMonkey® and included specific topics that were also addressed in the focus groups and personal interviews. Please see Appendix A for the survey questionnaires utilized to conduct interviews with URA senior managers and board members.

**Other meetings.** In addition to document review and interviews, the Exstare team met monthly via conference call with the URA Equity Working Group to obtain and share additional information, and to discuss project progress.

## Organization of the Report

This Final Report is designed to address the current status of racial equity across URA's operations, policies, and practices, and to recommend enhancements and resources for advancing equity. This analysis is also a pivotal opportunity to help guide URA's discussion on equity moving forward.

The Report is organized in three sections, as follows:

- Section 1 above provided an overall summary of the Racial Equity Assessment;
- Section 2 presents Exstare's findings and recommendations; and
- Section 3 provides racial equity resources and tools that URA can utilize to advance its racial equity efforts.

The appendices following the Report contain:

- Appendix A – The surveys used to obtain information from URA management staff and board members, and the questionnaire utilized for personal interviews with individuals from other agencies;
- Appendix B – The presentations utilized in conducting the focus groups with URA administrative staff and local businesses; and
- Appendix C – A list of documents and data utilized in the review and that URA can utilize in the future.

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## Section 2

# Findings and Recommendations

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This section of the Report offers findings and recommendations based on Exstare's examination of the URA's and other agencies' documents and data; URA policies and practices; the variety of interviewee perspectives and suggestions obtained during interviews; and discussions with the URA Equity Working Group. The data collected from these various methods led to the development of our recommendations below.

**Recommendation 1: State and demonstrate commitment and leadership on issues of equity, diversity, and inclusion.** During interviews, many unfavorable perceptions were communicated about the organization's commitment and leadership, and some interviewees indicated that they are not aware of or unclear about the commitment. URA should develop an effective statement that easily explains its commitment and that demonstrates what it is doing to advance equity, diversity, and inclusion internally and externally. Post the statement on the website, share it with all employees, and distribute it at every opportunity.

When asked, "Is there a shared commitment to equity, diversity and inclusion among leaders and people who hold power and influence within the URA?", 68% of the combined 22 URA management staff and board members who responded said yes, 18% said no, and 14% did not know. While the majority of interviewees' perceptions were favorable, particularly concerning the Executive Director's and the Board's commitment and leadership, some indicated that not all URA leaders and people who hold power and influence within the URA are committed.

The same question concerning shared commitment to equity, diversity and inclusion among leaders and people who hold power and influence within the URA was asked during 14 personal interviews with former employees and representatives of other local agencies and organizations. Of these interviewees, 36% said there was a shared commitment, 36% said there was not, and 28% did not know. Some interviewees noted that women had been promoted in the last few years and that there had been recent improvements in the MWBE Program. Many others commented about a lack of diversity in upper management and that overall, there is not a strong equity lense at URA.

During the focus group with URA employees, the same question concerning commitment to equity, diversity and inclusion was also asked. Many of these interviewees said there was not a shared commitment among leaders who hold power and influence within the URA, very few said there was, and others were skeptical. Some indicated that they were not aware of or unclear about the commitment, expressing various reasons for their views. Interviewees shared that there are not women in senior management, that in some departments there are few or no African American employees, that some department directors are racist in their hiring practices, and that African American interns had never been hired as permanent employees. For example, an interviewee stated: *"There've been at least two department directors who have racist hiring policies and they are also racist in terms of respecting an African American employee's knowledge. If they are given a choice*

*between a minority and a white person they choose the white person even if the African American is as qualified or more qualified.” Another employee said: “I don’t see anything changing. You can’t have the same people; their attitudes are what they are, and you are not going to change how somebody feels at the top. That’s who they are.”*

Other interviewees cited positive changes that have occurred in recent years. For example, an interviewee said: *“I have definitely seen more conversations in URA on how we source our contractors or other DBE commitments or how we talk about hiring replacements for positions. . .”* Another interviewee said: *“The types of projects and programs that the URA implements are a testament to the URA’s strong commitment in this area.”* Another interviewee said: *“I believe the Board and Executive Director have made equity, diversity and inclusion a top agenda item for the organization. New processes, new thinking and new professional staff and board leadership are evidence to this.”*

Most interviewees who participated in the business focus group indicated that a strong commitment was evident in the last few years. They, as leaders themselves, were cognizant of many challenges, including politics, employee retention, and issues associated with poverty. A majority of these interviewees were complimentary of URA’s efforts to elevate the conversation around diversity, equity and inclusion. They also recognized the need for a common shared value and agenda for advancing racial equity, and expressed their hope that the results of this assessment would help URA become a role model for the Pittsburgh community.

Even though a strong commitment was evident in most management and board interviewees’ responses, when asked “How thoughtful and deep is the commitment?”, 41% thought there was a strong commitment, 23% thought the commitment was weak, 23% were neutral on the question, and 13% did not know.

Twenty-eight percent (28%) of interviewees who participated in personal interviews thought the commitment was strong, 28% thought it was weak, 37% were neutral on the question, and 7% did not know. Some of these interviewees indicated that there was still a huge lack of trust in the community, and several expressed the need for URA to publicly acknowledge and apologize for its past history. An interviewee shared that: *“People are cordial with URA but don’t trust them because of historical issues and problems in the neighborhoods – development in predominantly poor neighborhoods.”*

We concluded that most positive comments on these questions, from both internal and external interviewees, were associated with recent hiring decisions or the URA’s MWBE Program. Most negative comments were associated with a lack of women and minorities in senior management positions, or mistrust in communities of color, or not knowing the Board’s commitment, or the interviewee’s limited understanding of how URA values and demonstrates its commitment to diversity and equity.

**Recommendation 2: Include racial equity in routine decisionmaking.** URA should also utilize the Government Alliance on Race and Equity (GARE) Racial Equity Tool to improve racial equity considerations across all key planning, decision-making, and resource allocation decisions. We specifically recommend that URA determine specific policy and program priorities that will incorporate use of the GARE Racial Equity Tool, and that these priorities are considered in the 2019 budget process. The City of Seattle’s Racial Equity Toolkit, (developed by utilizing the GARE Tool) is an excellent example of how racial equity is included in routine decision making. The tool, first used during Seattle’s annual budget process, was expanded to include policies and programs. The tool lays out a process and a set of questions to guide development, implementation and evaluation of policies, initiatives, programs, and budget issues to address the impacts on racial equity. Section 3 of this report provides information about GARE and its Racial Equity Toolkit.

Based on feedback obtained through all methods of interviews, the majority of interviewees thought that URA’s top three diversity and inclusion priorities should be: (1) hiring more minorities, particularly African Americans, and women in leadership positions; (2) equity, diversity and inclusion training; and (3) community relations and engagement.

**Recommendation 3: Provide racial equity training to all employees.** Although there is a strong base of support among individual employees for the URA’s racial equity work, additional skills need to be developed. Our examination found that there is limited and inconsistent understanding of matters of equity, diversity and inclusion, and how these matters are communicated internally. When asked “How is URA’s internal culture of inclusion and equity communicated?”, 20% of management staff indicated that they did not know, 30% indicated that it was not communicated, and 50% indicated that it was communicated through various means, including training and seminars, formal and informal discussion groups, the Human Resources Department, newsletters, emails, and by hiring minorities.

Surprisingly, only four of the 20 interviewees who participated in the employee focus group are aware of the Equity Working Group’s role. In addition, 50% of management staff interviewees indicated that racial equity and cultural competency training were not made available to the URA workforce, and 40% did not know if such training was made available. Other interviewees also recognize that training can help advance racial equity goals. For example, an interviewee stated: *“There is an overt and vocal commitment to improve equity, diversity and inclusion. . . However, people need extensive training to understand what these concepts mean and why they are important.”* When asked “Where do you think URA should focus its diversity and inclusion priorities, another interviewee said: *“If people understood social justice and racial equity and institutional racism, they may think differently about their roles. URA needs to focus on education and training internally to give meaning to what they’re doing.”*

Beyond basic training, directors (and program managers) also need to receive training on the GARE Racial Equity Tool, which many jurisdictions have used to achieve more racially equitable policies, practices and programs. After training, this Tool should be used and reported on regularly. For successful implementation, clear assignments and accountability for results will need to be incorporated, along with a timeline for implementation.

**Recommendation 4: Ensure fairness and equity in position classification, compensation, and qualification requirements.** In our review of a sampling of job descriptions and salaries, Exstare found a significant difference in the position titles and compensation of two employees. Like their peers, both employees are responsible for policy development, management, oversight, and implementation of programs and initiatives critical to essential URA functions; these employees report directly to the executive director; and the education and work experience requirements for their jobs are comparable to similarly situated employees. Moreover, these employees' salaries are not comparable to the salaries of other employees performing similar high level jobs. It is also noteworthy that participation in senior directors' management meetings is among the essential responsibilities of one of these employees, but not among the other employee's responsibilities. These disparities need to be addressed and corrected. We also note that during the employee focus group, some interviewees raised the difference in some positions African American employees hold compared to their white counterparts. This issue was also mentioned during personal interviews.

We advise URA to engage a compensation consultant and/or to conduct a self-audit focused on areas such as differences in pay between male and female employees, wage-setting policies, job classification and educational requirements. One such self-audit tool, developed by the Business and Professional Women's Foundation, includes a series of detailed questions related to recruitment, internal equity, job evaluation, compensation, raises, and other equal pay matters. The Maine Department of Labor equal pay self-audit tool includes questions more broadly focused on pay and hiring practices. It also includes recommendations for improving any areas of concern. Both tools are included in Section 3 of this report.

Some interviewees who participated in the employee focus group expressed that qualifications requirements are excessive for some jobs at URA. One interviewee said: *"I was hired into a role that required a master's degree . . . I think it was excessive to require a master's degree. The job I did could have easily been required to have a bachelor's degree. And I think that that's a problem across the URA."* Another interviewee expressed that *"Requirements for a master's degree limits a diverse workforce; you miss opportunities . . . I think it's intentional."*

Job qualifications that require a certain level of education that may not be necessary for a particular job function or that put undue emphasis on college degrees over experience may eliminate qualified candidates of color, who face institutional barriers to higher education, even when that is not the intent.

**Recommendation 5: Widen recruitment pools and sources to identify diverse talent.** URA should enhance its recruiting efforts and expand its range of sources to identify diverse employees. Potential sources include African American, Asian, Hispanic, women's or men's, or other organizations. Relationships and strategic partnerships can also be developed with historically black colleges and universities and other schools that have a strong focus on minority students. Technical and vocational schools may also be a good source to identify such talent.

At the employee focus group an interviewee expressed this opinion, with which others agreed: *"We should have a much broader net. We should be advertising positions nationally, we should be*

*advertising to all sorts of schools that aren't necessarily like high-end graduate schools and I think that would boost diversity on all sorts of levels."* Another interviewee added: *"There are some students who might not know how to set foot into this industrial area of development and so I think that they should call students that are in high school and show them that you can be an engineer; also training them to grow the skills, showing them especially with development and community concerns being discussed. They can be made aware of policy, real estate positions, and construction positions. I don't know how feasible that is, but I thought I would put it out there."* Another interviewee said: *"The majority of our interns come from universities that are majority white, upper income. [URA] is laying the groundwork for those interns to become staff, and become directors, so you're laying that wire for a certain type of person to get promoted to director, and I would like to see more diversity in that."*

During personal interviews, we asked interviewees if they thought URA's efforts to attract and retain a diverse workforce were either very good, sufficient, need improvement or if they did not know. Of these 14 interviewees, 57% said these efforts need improvement, 36% did not know, and 7% (one interviewee) said they were sufficient, stating: *"The last 18 months of improvement is incredible."* Among comments on the need for improvement were: *"I don't see diversity within the organization, particularly in leadership position"*, and *"Not sure the workforce culture is what it should be"*. One interviewee shared that their organization hires *"people from the communities who understand and are trying to engage. A college degree isn't always needed; people in the communities are in the know and help us access others."*

**Recommendation 6. URA should develop a stand-alone recruitment, hiring and retention strategic plan.** The recruitment plan should include sourcing, recruitment and retention strategies, an interview toolkit, outline the orientation plan for new employees, and discuss performance evaluation, talent development, and other specific human resource matters. The plan should include specific goals and objectives, timelines for implementation, and determine components of the plan for which each URA director or manager is responsible and accountable for executing. This plan should be a companion document to URA's overall diversity, equity and inclusion strategic plan which we understand is under development.

**Recommendation 7: Engage employees and seek their feedback on racial equity and other matters that affect their employment.** Nearly all interviewees who participated in the employee focus group expressed a strong desire to have ongoing group discussions concerning racial equity matters, which we recommend. We also recommend that URA survey employees periodically (e.g., every 6-12 months) to measure perceptions of equity, diversity and inclusion in the organization. These surveys can also be designed to get feedback on the organizational culture, employees' views of the company's leadership, their views about career development potential, and to learn how their perspectives are valued and how their needs are understood. We observed that employees want more information, more training, and more support from URA leadership. Interviewees also expressed their need for channels to address their concerns without fear of reprisal.

**Recommendation 8: Engage the community, seek their feedback and address their needs.** There is a need for URA to figure out how to have a different type of conversation with and engage communities of color in order to gain trust and to enhance working relationships with specific

individuals and/or groups. As mentioned in the Executive Summary of this Report, URA has acknowledged that the system that left many communities vulnerable to unhealthy and economically fragile living conditions needs to be repaired. Numerous interviewees indicated that communities of color “feel left out” and described URA’s interactions with these communities as “tense”. One interviewee said: *“The URA has struggled with at what point to include the community”*, and another stated that *“ Black communities don’t trust URA”*. Another interviewee was complimentary, stating *“They do a pretty good job with their MWBE practices and are putting resources into that.”* This interviewee also recommended that URA *“report the changes they’re making.”*

URA should share more information, educate, and welcome more dialogue concerning its strategic direction and goals, including those related to racial equity matters. The GARE Toolkit, and the list of racial equity initiatives adopted as a result of the Wisconsin Council on Children and Families “Race to Equity” Report released in October 2013 (see Section 3) can help guide URA in developing community engagement strategies and addressing community needs.

Data gathered during personal interviews -- by asking “How does your organization seek input and guidance from people of color organizations, the public at large and community leaders of color in its strategic planning and decision making?” -- revealed how other agencies in Pittsburgh formally and/or informally recognize and engage the community. Some include community-based organizations in grant-making decisions, others conduct focus groups, some have established advisory boards or committees, and others collaborate with other agencies. Informal grassroots efforts (e.g., having residents be spokespersons in the communities) have also been an effective means for agencies to engage the communities they serve. Interviewees described these types of collaborative efforts as both challenging and productive.

**Recommendation 9: The URA Board should formally adopt racial equity policies and a strategic plan, and monitor progress.** Exstare recommends that the URA Board formally adopt the recommendations contained in this Report. In addition, once the URA has completed its diversity, equity and inclusion strategic plan (utilizing the tools referenced in this report), the Board should adopt it, in the form of a policy resolution, to guide URA’s intent and promote action, and to emphasize the importance of the agency’s racial equity initiatives and what URA wants to accomplish. Once the strategic plan is adopted, those affected by it should be notified and the URA Board should continuously monitor implementation progress.

**Recommendation 10: Develop a communications plan.** In addition to the commitment statement in Recommendation 1, URA should develop, approve and implement a communications plan that explains the importance of its racial equity initiatives to the general public, contractors and other partners. Given the importance of communicating the URA’s values and goals, the website should also be enhanced to contain more information about how URA incorporates best practices for equity and inclusion into its internal and external policies and activities. Similarly, we recommend that this Report be made public. In addition, presentations utilized for contractor information sessions and training webinars, employee newsletters, marketing materials, and other materials need to discuss URA racial equity policies and practices and how they are included in the agency’s activities.

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With the right strategy and clear focus, the URA can be a leader in advancing racial equity in the Pittsburgh region. Hopefully this Report has provided useful insights concerning those efforts and that it will be helpful in guiding the agency today and in the future.

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## Section 3

# Racial Equity Resources and Tools

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# GARE Racial Equity Toolkit

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# Racial Equity Toolkit

## An Opportunity to Operationalize Equity



LOCAL AND REGIONAL  
GOVERNMENT ALLIANCE ON  
**RACE & EQUITY**



LOCAL AND REGIONAL  
**GOVERNMENT ALLIANCE ON  
RACE & EQUITY**

This toolkit is published by the  
Government Alliance on Race and Equity,  
a national network of government working to  
achieve racial equity and advance opportunities for all.

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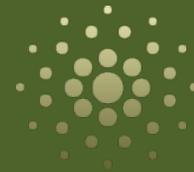
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UPDATED DEC 2016

# ABOUT THE GOVERNMENT ALLIANCE ON RACE & EQUITY



The Government Alliance on Race and Equity (GARE) is a national network of government working to achieve racial equity and advance opportunities for all. Across the country, governmental jurisdictions are:

- making a commitment to achieving racial equity;
- focusing on the power and influence of their own institutions; and,
- working in partnership with others.

When this occurs, significant leverage and expansion opportunities emerge, setting the stage for the achievement of racial equity in our communities.

GARE provides a multi-layered approach for maximum impact by:

- supporting jurisdictions that are at the forefront of work to achieve racial equity. A few jurisdictions have already done substantive work and are poised to be a model for others. Supporting and providing best practices, tools and resources is helping to build and sustain current efforts and build a national movement for racial equity;
- developing a “pathway for entry” into racial equity work for new jurisdictions from across the country. Many jurisdictions lack the leadership and/or infrastructure to address issues of racial inequity. Using the learnings and resources from jurisdictions at the forefront will create pathways for the increased engagement of more jurisdictions; and,
- supporting and building local and regional collaborations that are broadly inclusive and focused on achieving racial equity. To eliminate racial inequities in our communities, developing a “collective impact” approach firmly grounded in inclusion and equity is necessary. Government can play a key role in collaborations for achieving racial equity, centering community, and leveraging institutional partnerships.

To find out more about GARE, visit [www.racialequityalliance.org](http://www.racialequityalliance.org).

## TOOLKIT

### Racial Equity Toolkit: An Opportunity to Operationalize Equity

Government  
Alliance on  
Race and Equity

## I. What is a Racial Equity Tool?

Racial equity tools are designed to integrate explicit consideration of racial equity in decisions, including policies, practices, programs, and budgets. It is both a product and a process. Use of a racial equity tool can help to develop strategies and actions that reduce racial inequities and improve success for all groups.

Too often, policies and programs are developed and implemented without thoughtful consideration of racial equity. When racial equity is not explicitly brought into operations and decision-making, racial inequities are likely to be perpetuated. Racial equity tools provide a structure for institutionalizing the consideration of racial equity.

A racial equity tool:

- proactively seeks to eliminate racial inequities and advance equity;
- identifies clear goals, objectives and measurable outcomes;
- engages community in decision-making processes;
- identifies who will benefit or be burdened by a given decision, examines potential unintended consequences of a decision, and develops strategies to advance racial equity and mitigate unintended negative consequences; and,
- develops mechanisms for successful implementation and evaluation of impact.

Use of a racial equity tool is an important step to operationalizing equity. However, it is not sufficient by itself. We must have a much broader vision of the transformation of government in order to advance racial equity. To transform government, we must normalize conversations about race, operationalize new behaviors and policies, and organize to achieve racial equity.

For more information on the work of government to advance racial equity, check out GARE's "Advancing Racial Equity and Transforming Government: A Resource Guide for Putting Ideas into Action" on our website. The Resource Guide provides a comprehensive and holistic approach to advancing racial equity within government. In addition, an overview of key racial equity definitions is contained in Appendix A.

## II. Why should government use this Racial Equity Tool?

From the inception of our country, government at the local, regional, state, and federal level has played a role in creating and maintaining racial inequity. A wide range of laws and policies were passed, including everything from who could vote, who could be a citizen, who could own property, who was property, where one could live, whose land was whose and more. With the Civil Rights movement, laws and policies were passed that helped to create positive changes, including making acts of discrimination illegal. However, despite progress in addressing explicit discrimination, racial inequities continue to be deep, pervasive, and persistent across the country. Racial inequities exist across all indicators for success, including in education, criminal justice, jobs, housing, public infrastructure, and health, regardless of region.

Many current inequities are sustained by historical legacies and structures and systems that repeat patterns of exclusion. Institutions and structures have continued to create and perpetuate inequities, despite the lack of explicit intention. Without intentional intervention, institutions and structures will continue to perpetuate racial inequities. Government has the ability to implement policy change at multiple levels and across multiple sectors to drive larger systemic change. Routine use of a racial equity tool explicitly integrates racial equity into governmental operations.

Local and regional governmental jurisdictions that are a part of the GARE are using a racial equity tool. Some, such as the city of Seattle in Washington, Multnomah County in Oregon, and

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the city of Madison in Wisconsin have been doing so for many years:

- The Seattle Race and Social Justice Initiative (RSJI) is a citywide effort to end institutionalized racism and race-based disparities in City government. The Initiative was launched in 2004. RSJI includes training to all City employees, annual work plans, and change teams in every city department. RSJI first started using its Racial Equity Tool during the budget process in 2007. The following year, in recognition of the fact that the budget process was just the “tip of the ice berg,” use of the tool was expanded to be used in policy and program decisions. In 2009, Seattle City Council included the use of the Racial Equity Tool in budget, program and policy decisions, including review of existing programs and policies, in a resolution (Resolution 31164) affirming the City’s Race and Social Justice Initiative. In 2015, newly elected Mayor Ed Murray issued an Executive Order directing expanded use of the Racial Equity Tool, and requiring measurable outcomes and greater accountability.

See Appendix B for examples of how Seattle has used its Racial Equity Tool, including legislation that offers protections for women who are breastfeeding and use of criminal background checks in employment decisions.

Multnomah County’s Equity and Empowerment Lens is used to improve planning, decision-making, and resource allocation leading to more racially equitable policies and programs. At its core, it is a set of principles, reflective questions, and processes that focuses at the individual, institutional, and systemic levels by:

- deconstructing what is not working around racial equity;
- reconstructing and supporting what is working;
- shifting the way we make decisions and think about this work; and,
- healing and transforming our structures, our environments, and ourselves.

Numerous Multnomah County departments have made commitments to utilizing the Lens, including a health department administrative policy and within strategic plans of specific departments. Tools within the Lens are used both to provide analysis and to train employers and partners on how Multnomah County conducts equity analysis.

Madison, Wisconsin is implementing a racial equity tool, including both a short version and a more in-depth analysis. See Appendix D for a list of the types of projects on which the city of Madison has used their racial equity tool.

For jurisdictions that are considering implementation of a racial equity tool, these jurisdictions examples are powerful. Other great examples of racial equity tools are from the Annie E. Casey Foundation and Race Forward.

In recognition of the similar ways in which institutional and structural racism have evolved across the country, GARE has developed this Toolkit that captures the field of practice and commonalities across tools. We encourage jurisdictions to begin using our Racial Equity Tool. Based on experience, customization can take place if needed to ensure that it is most relevant to local conditions. Otherwise, there is too great of a likelihood that there will be a significant investment of time, and potentially money, in a lengthy process of customization without experience. It is through the implementation and the experience of learning that leaders and staff will gain experience with use of a tool. After a pilot project trying out this tool, jurisdictions will have a better understanding of how and why it might make sense to customize a tool.

For examples of completed racial equity analyses, check out Appendix B and Appendix D, which includes two examples from the city of Seattle, as well as a list of the topics on which the city of Madison has used their racial equity tool.

*Please note: In this Resource Guide, we include some data from reports that focused on whites and African Americans, but otherwise, provide data for all racial groups analyzed in the research. For consistency, we refer to African Americans and Latinos, although in some of the original research, these groups were referred to as Blacks and Hispanics.*

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### III. Who should use a racial equity tool?

A racial equity tool can be used at multiple levels, and in fact, doing so, will increase effectiveness.

- Government staff:** The routine use of a racial equity tool by staff provides the opportunity to integrate racial equity across the breadth, meaning all governmental functions, and depth, meaning across hierarchy. For example, policy analysts integrating racial equity into policy development and implementation, and budget analysts integrating racial equity into budget proposals at the earliest possible phase, increases the likelihood of impact. Employees are the ones who know their jobs best and will be best equipped to integrate racial equity into practice and routine operations.
- Elected officials:** Elected officials have the opportunity to use a racial equity tool to set broad priorities, bringing consistency between values and practice. When our elected officials are integrating racial equity into their jobs, it will be reflected in the priorities of the jurisdiction, in direction provided to department directors, and in the questions asked of staff. By asking simple racial equity tool questions, such as “How does this decision help or hinder racial equity?” or “Who benefits from or is burdened by this decision?” on a routine basis, elected officials have the ability to put theory into action.
- Community based organizations:** Community based organizations can ask questions of government about use of racial equity tool to ensure accountability. Elected officials and government staff should be easily able to describe the results of their use of a racial equity tool, and should make that information readily available to community members. In addition, community based organizations can use a similar or aligned racial equity tool within their own organizations to also advance racial equity.



Government staff



Elected officials



Community

### IV. When should you use a racial equity tool?

The earlier you use a racial equity tool, the better. When racial equity is left off the table and not addressed until the last minute, the use of a racial equity tool is less likely to be fruitful. Using a racial equity tool early means that individual decisions can be aligned with organizational racial equity goals and desired outcomes. Using a racial equity tool more than once means that equity is incorporated throughout all phases, from development to implementation and evaluation.

### V. The Racial Equity Tool

The Racial Equity Tool is a simple set of questions:

- Proposal:** What is the policy, program, practice or budget decision under consideration? What are the desired results and outcomes?
- Data:** What's the data? What does the data tell us?
- Community engagement:** How have communities been engaged? Are there opportunities to expand engagement?
- 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?
- Implementation:** What is your plan for implementation?

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6. **Accountability and communication:** How will you ensure accountability, communicate, and evaluate results?

The following sections provide a description of the overall questions. Once you are ready to jump into action, please check out the worksheet that can be found in Appendix C.

## STEP #1

### What is your proposal and the desired results and outcomes?

While it might sound obvious, having a clear description of the policy, program, practice, or budget decision (for the sake of brevity, we refer to this as a “proposal” in the remainder of these steps) at hand is critical.

### We should also be vigilant in our focus on impact.

The terminology for results and outcomes is informed by our relationship with Results Based Accountability™. This approach to measurement clearly delineates between community conditions / population accountability and performance accountability / outcomes. These levels share a common systematic approach to measurement. This approach emphasizes the importance of beginning with a focus on the desired “end” condition.

- Results are at the community level are the end conditions we are aiming to impact. Community indicators are the means by which we can measure impact in the community. Community indicators should be disaggregated by race.
- Outcomes are at the jurisdiction, department, or program level. Appropriate performance measures allow monitoring of the success of implementation of actions that have a reasonable chance of influencing indicators and contributing to results. Performance measures respond to three different levels:
  - a. Quantity—how much did we do?
  - b. Quality—how well did we do it?
  - c. Is anyone better off?

We encourage you to be clear about the desired end conditions in the community and to emphasize those areas where you have the most direct influence. When you align community indicators, government strategies, and performance measures, you maximize the likelihood for impact. To ultimately impact community conditions, government must partner with other institutions and the community.

You should be able to answer the following questions:

1. Describe the policy, program, practice, or budget decision under consideration?
2. What are the intended results (in the community) and outcomes (within your organization)?
3. What does this proposal have an ability to impact?
  - Children and youth
  - Community engagement
  - Contracting equity
  - Criminal justice
  - Economic development
  - Education
  - Environment
  - Food access and affordability
  - Government practices
  - Health
  - Housing
  - Human services
  - Jobs
  - Planning and development
  - Transportation
  - Utilities
  - Workforce equity

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## STEP #2

### What's the data? What does the data tell us?

Measurement matters. When organizations are committed to racial equity, it is not just an aspiration, but there is a clear understanding of racial inequities, and strategies and actions are developed and implemented that align between community conditions, strategies, and actions. Using data appropriately will allow you to assess whether you are achieving desired impacts.

Too often data might be available, but is not actually used to inform strategies and track results. The enormity of racial inequities can sometimes feel overwhelming. For us to have impact in the community, we must partner with others for cumulative impact. The work of government to advance racial equity is necessary, but not sufficient. Nevertheless, alignment and clarity will increase potential impact. We must use data at both levels; that is data that clearly states 1) community indicators and desired results, and 2) our specific program or policy outcomes and performance measures.

Performance measures allow monitoring of the success of implementation of actions that have a reasonable chance of influencing indicators and contributing to results. As indicated in Step 1, performance measures respond to three different levels:

**Quantity**—how much did we do?

**Quality**—how well did we do it?

**Is anyone better off?**

Although measuring whether anyone is actually better off as a result of a decision is highly desired, we also know there are inherent measurement challenges. You should assess and collect the best types of performance measures so that you are able to track your progress.

In analyzing data, you should think not only about quantitative data, but also qualitative data. Remember that sometimes missing data can speak to the fact that certain communities, issues or inequities have historically been overlooked. Sometimes data sets treat communities as a monolithic group without respect to subpopulations with differing socioeconomic and cultural experience. Using this data could perpetuate historic inequities. Using the knowledge and expertise of a diverse set of voices, along with quantitative data is necessary (see Step #3).

You should be able to answer the following questions about data:

1. Will the proposal have impacts in specific geographic areas (neighborhoods, areas, or regions)? What are the racial demographics of those living in the area?
2. What does population level data tell you about existing racial inequities? What does it tell you about root causes or factors influencing racial inequities?
3. What performance level data do you have available for your proposal? This should include data associated with existing programs or policies.
4. Are there data gaps? What additional data would be helpful in analyzing the proposal? If so, how can you obtain better data?

### Data Resources

#### Federal

- **American FactFinder:** The US Census Bureau's main site for online access to population, housing, economic and geographic data. <http://factfinder.census.gov>
- **US Census Quick Facts:** <http://quickfacts.census.gov/qfd/index.html>
- **Center for Disease Control (CDC)** <http://wonder.cdc.gov>

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## State

- **American FactFinder** and the **US Census** website also have state data.  
<http://factfinder.census.gov>
- Other sources of data vary by state. Many states offer data through the Office of Financial Management. Other places to find data include specific departments and divisions.

## Local

- **American FactFinder** and the **US Census** website also have local data.  
<http://factfinder.census.gov>
- Many jurisdictions have lots of city and county data available. Other places to find data include specific departments and divisions, service providers, community partners, and research literature.

## STEP #3

### How have communities been engaged? Are there opportunities to expand engagement?

It is not enough to consult data or literature to assume how a proposal might impact a community. Involving communities impacted by a topic, engaging community throughout all phases of a project, and maintaining clear and transparent communication as the policy or program is implemented will help produce more racially equitable results.

It is especially critical to engage communities of color. Due to the historical reality of the role of government in creating and maintaining racial inequities, it is not surprising that communities of color do not always have much trust in government. In addition, there is a likelihood that other barriers exist, such as language, perception of being welcome, and lack of public transportation, or childcare. For communities with limited English language skills, appropriate language materials and translation must be provided.

Government sometimes has legal requirements on the holding of public meetings. These are often structured as public hearings, with a limited time for each person to speak and little opportunity for interaction. It is important to go beyond these minimum requirements by using community meetings, focus groups, and consultations with commissions, advisory boards, and community-based organizations. A few suggestions that are helpful:

- When you use smaller groups to feed into a larger process, be transparent about the recommendations and/or thoughts that come out of the small groups (e.g. Have a list of all the groups you met with and a summary of the recommendations from each. That way you have documentation of what came up in each one, and it is easier to demonstrate the process).
- When you use large group meetings, provide a mix of different ways for people to engage, such as the hand-held voting devices, written comments that you collect, small groups, etc. It is typical, both because of structure and process, for large group discussions to lead to the participation of fewer voices. Another approach is to use dyads where people “interview” each other, and then report on what their partner shared. Sometimes people are more comfortable sharing other people’s information.
- Use trusted advocates/outreach and engagement liaisons to collect information from communities that you know are typically underrepresented in public processes. Again, sharing and reporting that information in a transparent way allows you to share it with

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others. For communities that have concerns about documentation status and interaction with government in general, this can be a particularly useful strategy.

Here are a few examples of good resources for community engagement:

- The City of Seattle Inclusive Outreach and Public Engagement Guide
- The City of Portland's Public Engagement Guide

You should be able to answer the following questions about community engagement and involving stakeholders:

1. Who are the most affected community members who are concerned with or have experience related to this proposal? How have you involved these community members in the development of this proposal?
2. What has your engagement process told you about the burdens or benefits for different groups?
3. What has your engagement process told you about the factors that produce or perpetuate racial inequity related to this proposal?

## STEP #4

### Who benefits from or will be burdened by your proposal? What are your strategies for advancing racial equity or mitigating unintended consequences?

Based on your data and stakeholder input, you should step back and assess your proposal and think about complementary strategies that will help to advance racial equity.

Governmental decisions are often complex and nuanced with both intended and unintended impacts. For example, when cities and counties face the necessity of making budget cuts due to revenue shortfalls, the goal is to balance the budget and the unintended consequence is that people and communities suffer the consequences of cut programs. In a situation like this, it is important to explicitly consider the unintended consequences so that impacts can be mitigated to the maximum extent possible.

We often tend to view policies, programs, or practices in isolation. Because racial inequities are perpetuated through systems and structures, it is important to also think about complementary approaches that will provide additional leverage to maximize the impact on racial inequity in the community. Expanding your proposal to integrate policy and program strategies and broad partnerships will help to increase the likelihood of community impact. Here are some examples:

- Many excellent programs have been developed or are being supported through health programs and social services. Good programs and services should continue to be supported, however, programs will never be sufficient to ultimately achieve racial equity in the community. If you are working on a program, think about policy and practice changes that can decrease the need for programs.
- Many jurisdictions have passed “Ban-the-Box” legislation, putting limitations on the use of criminal background checks in employment and/or housing decisions. While this is a policy that is designed to increase the likelihood of success for people coming out of incarceration, it is not a singular solution to racial inequities in the criminal justice system. To advance racial equity in the criminal justice system, we need comprehensive strategies that build upon good programs, policies, and partnerships.

You should be able to answer the following questions about strategies to advance racial equity:

1. Given what you have learned from the data and stakeholder involvement, how will the

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proposal increase or decrease racial equity? Who would benefit from or be burdened by your proposal?

2. What are potential unintended consequences? What are the ways in which your proposal could be modified to enhance positive impacts or reduce negative impacts?
3. Are there complementary strategies that you can implement? What are ways in which existing partnerships could be strengthened to maximize impact in the community? How will you partner with stakeholders for long-term positive change?
4. Are the impacts aligned with the your community outcomes defined in Step #1?

## STEP #5

### What is your plan for implementation?

Now that you know what the unintended consequences, benefits, and impacts of the proposal and have developed strategies to mitigate unintended consequences or expand impact, it is important to focus on thoughtful implementation.

You should be able to answer the following about implementation:

1. Describe your plan for implementation.
2. Is your plan:
  - realistic?
  - adequately funded?
  - adequately resourced with personnel?;
  - adequately resourced with mechanisms to ensure successful implementation and enforcement?
  - adequately resourced to ensure on-going data collection, public reporting, and community engagement?

If the answer to any of these questions is no, what resources or actions are needed?

## STEP #6

### How will you ensure accountability, communicate, and evaluate results?

Just as data was critical in analyzing potential impacts of the program or policy, data will be important in seeing whether the program or policy has worked. Developing mechanisms for collecting data and evaluating progress will help measure whether racial equity is being advanced.

Accountability entails putting processes, policies, and leadership in place to ensure that program plans, evaluation recommendations, and actions leading to the identification and elimination of root causes of inequities are actually implemented.

How you communicate about your racial equity proposal is also important for your success. Poor communication about race can trigger implicit bias or perpetuate stereotypes, often times unintentionally. Use a communications tool, such as the Center for Social Inclusion's [Talking About Race Right Toolkit](#) to develop messages and a communications strategy.

Racial equity tools should be used on an ongoing basis. Using a racial equity tool at different phases of a project will allow new opportunities for advancing racial equity to be identified and implemented. Evaluating results means that you will be able to make any adjustments to maximize impact.

You should be able to answer the following questions about accountability and implementation:

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1. How will impacts be documented and evaluated? Are you achieving the anticipated outcomes? Are you having impact in the community?
2. What are your messages and communication strategies that will help advance racial equity?
3. How will you continue to partner and deepen relationships with communities to make sure your work to advance racial equity is working and sustainable for the long haul?

## VI. What if you don't have enough time?

The reality of working in government is that there are often unanticipated priorities that are sometimes inserted on a fast track. While it is often tempting to say that there is insufficient time to do a full and complete application of a racial equity tool, it is important to acknowledge that even with a short time frame, asking a few questions relating to racial equity can have a meaningful impact. We suggest that the following questions should be answered for “quick turn around” decisions:

- What are the racial equity impacts of this particular decision?
- Who will benefit from or be burdened by the particular decision?
- Are there strategies to mitigate the unintended consequences?

## VII. How can you address barriers to successful implementation?

You may have heard the phrase, “the system is perfectly designed to get the outcomes it does.” For us to get to racially equitable outcomes, we need to work at the institutional and structural levels. As a part of institutions and systems, it is often a challenge to re-design systems, let alone our own individual jobs. One of the biggest challenges is often a skills gap. Use of a racial equity tool requires skill and competency, so it will be important for jurisdictions to provide training, mentoring, and support for managers and staff who are using the tool. GARE has a training curriculum that supports this Toolkit, as well as a “train-the-trainer” program to increase the capacity of racial equity advocates using the Toolkit.

Other barriers to implementation that some jurisdictions have experienced include:

- a lack of support from leadership;
- a tool being used in isolation;
- a lack of support for implementing changes; and,
- perfection (which can be the enemy of good).

Strategies for addressing these barriers include:

- building the capacity of racial equity teams. Training is not just to cultivate skills for individual employees, but is also to build the skill of teams to create support for group implementation and to create a learning culture;
- systematizing the use of the Racial Equity Tool. If the Racial Equity Tool is integrated into routine operations, such as budget proposal forms or policy briefing forms, then management and staff will know that it is an important priority;
- recognizing complexity. In most cases, public policy decisions are complex, and there are numerous pros, cons and trade-offs to be considered. When the Racial Equity Tool is used on an iterative basis, complex nuances can be addressed over time; and,

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- maintaining accountability. Build the expectation that managers and directors routinely use the Racial Equity Tool into job descriptions or performance agreements.

Institutionalizing use of a racial equity tool provides the opportunity to develop thoughtful, realistic strategies and timelines that advance racial equity and help to build long-term commitment and momentum.

## VIII. How does use of a racial equity tool fit with other racial equity strategies?

Using a racial equity tool is an important step to operationalizing equity. However, it is not sufficient by itself. We must have a much broader vision of the transformation of government in order to advance racial equity. To transform government, we must normalize conversations about race, operationalize new behaviors and policies, and organize to achieve racial equity.

GARE is seeing more and more jurisdictions that are making a commitment to achieving racial equity, by focusing on the power and influence of their own institutions, and working in partnership across sectors and with the community to maximize impact. We urge you to join with others on this work. If you are interested in using a racial equity tool and/or joining local and regional government from across the country to advance racial equity, please let us know.

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# APPENDICES

**TOOLKIT**

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## APPENDIX A

# Glossary of Frequently Used Terms

### **Bias**

Prejudice toward one group and its members relative to another group.

### **Community Indicator**

The means by which we can measure socioeconomic conditions in the community. All community indicators should be disaggregated by race, if possible.

### **Contracting Equity**

Investments in contracting, consulting, and procurement should benefit the communities a jurisdiction serves, proportionate to the jurisdictions demographics.

### **Equity Result**

The condition we aim to achieve in the community.

### **Explicit Bias**

Biases that people are aware of and that operate consciously. They are expressed directly.

### **Implicit Bias**

Biases people are usually unaware of and that operate at the subconscious level. Implicit bias is usually expressed indirectly.

### **Individual Racism**

Pre-judgment, bias, or discrimination based on race by an individual.

### **Institutional Racism**

Policies, practices, and procedures that work better for white people than for people of color, often unintentionally.

### **Performance Measure**

Performance measures are at the county, department, or program level. Appropriate performance measures allow monitoring of the success of implementation of actions that have a reasonable chance of influencing indicators and contributing to results. Performance measures respond to three different levels: 1) Quantity—how much did we do?; 2) Quality—how well did we do it?; and 3) Is anyone better off? A mix of these types of performance measures is contained within the recommendations.

### **Racial Equity**

Race can no longer be used to predict life outcomes and outcomes for all groups are improved.

### **Racial Inequity**

Race can be used to predict life outcomes, e.g., disproportionality in education (high school graduation rates), jobs (unemployment rate), criminal justice (arrest and incarceration rates), etc.

### **Structural Racism**

A history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color.

### **Workforce Equity**

The workforce of a jurisdiction reflects the diversity of its residents, including across the breadth (functions and departments) and depth (hierarchy) of government.

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## APPENDIX B

# City of Seattle Racial Equity Toolkit

On the following pages you will find an excerpt of the racial equity tool used by the City of Seattle as an example of what such tools can look like in practice. As discussed in Section 3 of the Resource Guide, the Seattle City Council passed an ordinance in 2009 that directed all City departments to use the Racial Equity Toolkit, including in all budget proposals made to the Budget Office. This directive was reaffirmed by an executive order of Mayor Ed Murray in 2014.

The Racial Equity Tool is an analysis applied to City of Seattle's policies, programs, and budget decisions. The City of Seattle has been applying the Racial Equity Toolkit for many years but as the City's Race and Social Justice Initiative (RSJI) becomes increasingly operationalized, the expectation and accountabilities relating to its use are increasing. In 2015, Mayor Murray required departments to carry out four uses of the toolkit annually. This will also become a part of performance measures for department heads.

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# Racial Equity Toolkit

## to Assess Policies, Initiatives, Programs, and Budget Issues

The vision of the Seattle Race and Social Justice Initiative is to eliminate racial inequity in the community. To do this requires ending individual racism, institutional racism and structural racism. The Racial Equity Toolkit lays out a process and a set of questions to guide the development, implementation and evaluation of policies, initiatives, programs, and budget issues to address the impacts on racial equity.

### When Do I Use This Toolkit?

Early. Apply the toolkit early for alignment with departmental racial equity goals and desired outcomes.

### How Do I Use This Toolkit?

With Inclusion. The analysis should be completed by people with different racial perspectives.

Step by step. The Racial Equity Analysis is made up of six steps from beginning to completion:



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Racial Equity Toolkit Assessment Worksheet

Title of policy, initiative, program, budget issue: \_\_\_\_\_

Description: \_\_\_\_\_

Department: \_\_\_\_\_ Contact: \_\_\_\_\_

Policy  Initiative  Program  Budget Issue

Step 1. Set Outcomes.

1a. What does your department define as the most important racially equitable community outcomes related to the issue? (Response should be completed by department leadership in consultation with RSJI Executive Sponsor, Change Team Leads and Change Team. Resources on p.4)

1b. Which racial equity opportunity area(s) will the issue primarily impact?

- Education  Criminal Justice
 Community Development  Jobs
 Health  Housing
 Environment

1c. Are there impacts on:

- Contracting Equity  Immigrant and Refugee Access to Services
 Workforce Equity  Inclusive Outreach and Public Engagement

Please describe:

Step 2. Involve stakeholders. Analyze data.

2a. Are there impacts on geographic areas?  Yes  No

Check all neighborhoods that apply (see map on p.5):

- All Seattle neighborhoods  Lake Union  East District
 Ballard  Southwest  King County (outside Seattle)
 North  Southeast  Outside King County
 NE  Delridge
 Central  Greater Duwamish

Please describe:

2b. What are the racial demographics of those living in the area or impacted by the issue?

(See Stakeholder and Data Resources p. 5 and 6)

2c. How have you involved community members and stakeholders? (See p.5 for questions to ask community/staff at this point in the process to ensure their concerns and expertise are part of analysis.)

## APPENDIX B: CITY OF SEATTLE RACIAL EQUITY TOOLKIT

**2d. What does data and your conversations with stakeholders tell you about existing racial inequities that influence people's lives and should be taken into consideration?** (See Data Resources on p.6. *King County Opportunity Maps* are good resource for information based on geography, race, and income.)

**2e. What are the root causes or factors creating these racial inequities?**  
*Examples: Bias in process; Lack of access or barriers; Lack of racially inclusive engagement*

### Step 3. Determine Benefit and/or Burden.

Given what you have learned from data and from stakeholder involvement...

**3. How will the policy, initiative, program, or budget issue increase or decrease racial equity?** What are potential unintended consequences? What benefits may result? Are the impacts aligned with your department's community outcomes that were defined in Step 1.?

### Step 4. Advance Opportunity or Minimize Harm.

**4. How will you address the impacts (including unintended consequences) on racial equity?** What strategies address immediate impacts? What strategies address root causes of inequity listed in Q.6? How will you partner with stakeholders for long-term positive change? If impacts are not aligned with desired community outcomes, how will you re-align your work?

Program Strategies? \_\_\_\_\_

Policy Strategies? \_\_\_\_\_

Partnership Strategies? \_\_\_\_\_

### Step 5. Evaluate. Raise Racial Awareness. Be Accountable.

**5a. How will you evaluate and be accountable?** How will you evaluate and report impacts on racial equity over time? What is your goal and timeline for eliminating racial inequity? How will you retain stakeholder participation and ensure internal and public accountability? How will you raise awareness about racial inequity related to this issue?

**5b. What is unresolved?** What resources/partnerships do you still need to make changes?

### Step 6. Report Back.

Share analysis and report responses from Q.5a. and Q.5b. with Department Leadership and Change Team Leads and members involved in Step 1.

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## Creating Effective Community Outcomes

**Outcome = the result that you seek to achieve through your actions.**

**Racially equitable community outcomes = the specific result you are seeking to achieve that advances racial equity in the community.**

When creating outcomes think about:

- What are the greatest opportunities for creating change in the next year?
- What strengths does the department have that it can build on?
- What challenges, if met, will help move the department closer to racial equity goals?

Keep in mind that the City is committed to creating racial equity in seven key opportunity areas: **Education, Community Development, Health, Criminal Justice, Jobs, Housing, and the Environment.**

Examples of community outcomes that increase racial equity:

OUTCOME	OPPORTUNITY AREA
Increase transit and pedestrian mobility options in communities of color.	Community Development
Decrease racial disparity in the unemployment rate.	Jobs
Ensure greater access to technology by communities of color.	Community Development, Education, Jobs
Improve access to community center programs for immigrants, refugees and communities of color.	Health, Community Development
Communities of color are represented in the City's outreach activities.	Education, Community Development, Health, Jobs, Housing, Criminal Justice, Environment
The racial diversity of the Seattle community is reflected in the City's workforce across positions.	Jobs
Access to City contracts for Minority Business Enterprises is increased.	Jobs
Decrease racial disparity in high school graduation rates	Education

Additional Resources:

- RSJI Departmental Work Plan: <http://inweb/rsji/departments.htm>
- Department Performance Expectations: <http://web1.seattle.gov/DPETS/DPETSWebHome.aspx>
- Mayoral Initiatives: <http://www.seattle.gov/mayor/issues/>

## APPENDIX B: CITY OF SEATTLE RACIAL EQUITY TOOLKIT

### Identifying Stakeholders + Listening to Communities of Color

#### Identify Stakeholders

Find out who are the **stakeholders** most affected by, concerned with, or have experience relating to the policy, program or initiative? Identify racial demographics of neighborhood or those impacted by issue. (See *District Profiles in the [Inclusive Outreach and Public Engagement Guide](#) or refer to U.S. Census information on p.7)*

Once you have identified your stakeholders ....

#### Involve them in the issue.

Describe how historically underrepresented community stakeholders can take a leadership role in this policy, program, initiative or budget issue.

#### Listen to the community. Ask:

1. What do we need to know about this issue? How will the policy, program, initiative or budget issue burden or benefit the community? (*concerns, facts, potential impacts*)
2. What factors produce or perpetuate racial inequity related to this issue?
3. What are ways to minimize any negative impacts (harm to communities of color, increased racial disparities, etc) that may result? What opportunities exist for increasing racial equity?

#### Tip: Gather Community Input Through...

- Community meetings
- Focus groups
- Consulting with City commissions and advisory boards
- Consulting with Change Team

#### Examples of what this step looks like in practice:

- A reduction of hours at a community center includes conversations with those who use the community center as well as staff who work there.
- Before implementing a new penalty fee, people from the demographic most represented in those fined are surveyed to learn the best ways to minimize negative impacts.

For resources on how to engage stakeholders in your work see the **Inclusive Outreach and Public Engagement Guide**: <http://inweb1/neighborhoods/outreachguide/>



## APPENDIX C

# Racial Equity Tool Worksheet

### Step #1

#### What is your proposal and the desired results and outcomes?

1. Describe the policy, program, practice, or budget decision (for the sake of brevity, we refer to this as a “proposal” in the remainder of these steps)
2. What are the intended results (in the community) and outcomes (within your own organization)?
3. What does this proposal have an ability to impact?

Children and youth	Health
Community engagement	Housing
Contracting equity	Human services
Criminal justice	Jobs
Economic development	Parks and recreation
Education	Planning / development
Environment	Transportation
Food access and affordability	Utilities
Government practices	Workforce equity
Other _____	

### Step #2

#### What's the data? What does the data tell us?

1. Will the proposal have impacts in specific geographic areas (neighborhoods, areas, or regions)? What are the racial demographics of those living in the area?
2. What does population level data, including quantitative and qualitative data, tell you about existing racial inequities? What does it tell you about root causes or factors influencing racial inequities?
3. What performance level data do you have available for your proposal? This should include data associated with existing programs or policies.
4. Are there data gaps? What additional data would be helpful in analyzing the proposal? If so, how can you obtain better data?

#### TOOLKIT

#### Racial Equity Toolkit: An Opportunity to Operationalize Equity

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### Step #3

#### How have communities been engaged? Are there opportunities to expand engagement?

1. Who are the most affected community members who are concerned with or have experience related to this proposal? How have you involved these community members in the development of this proposal?
2. What has your engagement process told you about the burdens or benefits for different groups?
3. What has your engagement process told you about the factors that produce or perpetuate racial inequity related to this proposal?

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### Step #4

#### What are your strategies for advancing racial equity?

1. Given what you have learned from research and stakeholder involvement, how will the proposal increase or decrease racial equity? Who would benefit from or be burdened by your proposal?
2. What are potential unintended consequences? What are the ways in which your proposal could be modified to enhance positive impacts or reduce negative impacts?
3. Are there complementary strategies that you can implement? What are ways in which existing partnerships could be strengthened to maximize impact in the community? How will you partner with stakeholders for long-term positive change?
4. Are the impacts aligned with your community outcomes defined in Step #1?

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### Step #5

#### What is your plan for implementation?

1. Describe your plan for implementation.
2. Is your plan:
  - Realistic?
  - Adequately funded?
  - Adequately resourced with personnel?
  - Adequately resources with mechanisms to ensure successful implementation and enforcement?
  - Adequately resourced to ensure on-going data collection, public reporting, and community engagement?

If the answer to any of these questions is no, what resources or actions are needed?

#### TOOLKIT

#### Racial Equity Toolkit: An Opportunity to Operationalize Equity

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## Step #6

### How will you ensure accountability, communicate, and evaluate results?

1. How will impacts be documented and evaluated? Are you achieving the anticipated outcomes? Are you having impact in the community?
2. What are your messages and communication strategies that will help advance racial equity?
3. How will you continue to partner and deepen relationships with communities to make sure your work to advance racial equity is working and sustainable for the long-haul?

#### TOOLKIT

### Racial Equity Toolkit: An Opportunity to Operationalize Equity

## APPENDIX D

# Applications of a Racial Equity Tool in Madison, WI

Agency/ Organization	Project	Tool(s) Used	Purpose & Outcomes (if applicable)
Clerk's Office	2015–2016 work plan	Equity & Empowerment Lens (Mult. Co.)	Adopted new mission, vision, work plan, and evaluation plan with racial equity goals
Streets Division	Analysis of neighborhood trash pickup	RESJI analysis (comprehensive)	Recommendations to adjust large item pickup schedule based on neighborhood & seasonal needs
Madison Out of School Time (MOST) Coalition	Strategic planning	RESJI analysis (fast-track)	Adopted strategic directions, including target populations, informed by racial equity analysis
Public Health Madison & Dane County	Dog breeding & licensing ordinance	RESJI analysis (comprehensive)	Accepted recommendation to table initial legislation & develop better policy through more inclusive outreach; updated policy adopted
Fire Department	Planning for new fire station	RESJI analysis (comprehensive)	Recommendations for advancing racial equity and inclusive community engagement; development scheduled for 2016–2017
Metro Transit	Succession planning for management hires	RESJI equitable hiring checklist	First woman of color promoted to Metro management position in over 20 years
Human Resources Department	2015 & 2016 work plans	RESJI analysis (fast-track & comprehensive)	2015 plan reflects staff input; 2016 work plan to include stakeholder input (est. 10/15)
Human Resources Department	City hiring process	RESJI analysis (comprehensive)	Human Resources 2015 racial equity report: <a href="http://racialequityalliance.org/2015/08/14/the-city-of-madisons-2015-human-resources-equity-report-advancing-racial-equity-in-the-city-workforce/">http://racialequityalliance.org/2015/08/14/the-city-of-madisons-2015-human-resources-equity-report-advancing-racial-equity-in-the-city-workforce/</a>
Economic Development Division	Public Market District project	RESJI analysis (comprehensive)	10 recommendations proposed to Local Food Committee for incorporation into larger plan
Public Health Madison & Dane County	Strategic planning	RESJI analysis (fast-track)	Incorporation of staff & stakeholder input, racial equity priorities, to guide goals & objectives (est. 11/15)

### TOOLKIT

#### Racial Equity Toolkit: An Opportunity to Operationalize Equity

<b>Agency/ Organization</b>	<b>Project</b>	<b>Tool(s) Used</b>	<b>Purpose &amp; Outcomes (if applicable)</b>
Planning, Community & Econ. Devel. Dept.	Judge Doyle Square development (public/private, TIF-funded)	RESJI analysis (fast-track); ongoing consultation	Highlight opportunities for advancement of racial equity; identify potential impacts & unintended consequences; document public-private development for lessons learned and best practices
Parks Division	Planning for accessible playground	TBD	Ensure full consideration of decisions as informed by community stakeholders, with a focus on communities of color and traditionally marginalized communities, including people with disabilities.
Fire Department	Updates to promotional processes	TBD	Offer fair and equitable opportunities for advancement (specifically Apparatus Engineer promotions)

**TOOLKIT**

**Racial Equity  
Toolkit: An  
Opportunity to  
Operationalize  
Equity**



The Haas Institute for a Fair and Inclusive Society at the University of California, Berkeley brings together researchers, community stakeholders, policymakers, and communicators to identify and challenge the barriers to an inclusive, just, and sustainable society and create transformative change. The Institute serves as a national hub of a vibrant network of researchers and community partners and takes a leadership role in translating, communicating, and facilitating research, policy, and strategic engagement. The Haas Institute advances research and policy related to marginalized people while essentially touching all who benefit from a truly diverse, fair, and inclusive society.

**HAASINSTITUTE.BERKELEY.EDU / 510.642.3011**



The Center for Social Inclusion's mission is to catalyze grassroots community, government, and other institutions to dismantle structural racial inequity. We apply strategies and tools to transform our nation's policies, practices, and institutional culture in order to ensure equitable outcomes for all. As a national policy strategy organization, CSI works with community advocates, government, local experts, and national leaders to build shared analysis, create policy strategies that engage and build multi-generational, multi-sectoral, and multi-racial alliances, and craft strong communication narratives on how to talk about race effectively in order to shift public discourse to one of equity.

**CENTERFORSOCIALINCLUSION.ORG / 212.248.2785**



LOCAL AND REGIONAL  
GOVERNMENT ALLIANCE ON  
**RACE & EQUITY**

Business and Professional Women's Foundation  
Employer Pay Equity Self-Audit

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## **Employer Pay Equity Self-Audit**

In a time when women make up nearly half the workforce, many think that the issue of equal pay no longer exists. However according to 2008 US Census Bureau statistics women working, full-time, year round make, on average, 78 cents for every dollar a male earns. For minority women this statistic worsens as African American women make 69 cents and Latinas make 59 cents. Given the current rate of change, it will be another 50 years before women achieve equal pay.

Business and Professional Women's Foundation is creating successful workplaces by focusing on issues that impact women, families and employers. *Successful Workplaces* are those that embrace and practice diversity, equity and work life balance. Through its groundbreaking research and unique role as a neutral convener of employers and employees, BPW Foundation strives to redefine today's workplace. The work of BPW Foundation supports workforce development programs and workplace policies that recognize the diverse needs of working women, communities and businesses.

Gender discrimination is not only a women's issue but a business issue. Employers play a major role in helping to end the wage gap and to treat women fairly in the workplace. Employers will suffer from pay discrimination because of expensive law suits and women having less money to spend and invest.

BPW Foundation believes in the three pronged approach to addressing the issue of pay equity. We believe that legislation should be passed to enact tougher laws; businesses should be held accountable for their unfair pay practices and mindful of what they pay their employees; and women should be given the knowledge and tools to empower themselves to achieve pay equity at work.

To help employers be more mindful about their pay scales, BPW Foundation encourages employers to recognize and reward the skills and contributions of working women. The Employer Pay Equity Self-Audit was developed to assist employers in analyzing their own wage-setting policies and establishing consistent and fair pay practices for all. BPW Foundation encourages employers to answer all of the questions in the audit and examine how they are doing regarding paying and promoting their female employees fairly.

For more information about BPW Foundation please go to [www.bpwfoundation.org](http://www.bpwfoundation.org).

### **Employer Pay Equity Self-Audit**

#### **1. Recruitment**

- Does your hiring process seek diversity in the qualified applicant pool for positions?



## 2. Evaluate Your Compensation System for Internal Equity

- Do you have a method to determine salaries and benefits?
- Do you write position descriptions, seek employee input and develop consensus for position descriptions? In unionized workplaces, do you involve union leaders?
- Do you have a consistent job evaluation system? Are jobs scored or assigned grades? Are positions where women and minorities work scored or graded according to the same standards as jobs where men or non-minorities work?
- Could a method be used for ensuring consistent pay for people with substantially similar levels or experience and education who hold jobs calling for substantially similar degrees of skill, effort, responsibility and working conditions, even though job titles may be different?

## 3. Evaluate Your Compensation System for Industry Competitiveness

- Do you have a method to determine the market rate for any given job? Do you ensure that market rates are applied consistently? (i.e.—Can you be confident that men are not being compensated *at or above* market rates while women are compensated *at or below* market rates? Can you be confident that non-minority workers are not compensated *at or above* market rates while minority workers' compensation is *at or below* the market rates?)
- Would your company benefit from a fresh approach that updates position descriptions; assesses skill, effort, responsibility and working conditions of various jobs; assigns grades or scores; and ensures consistent application of market rates and external competitiveness?

## 4. Conduct a New Job Evaluation System if Needed

- Do you have up-to-date position descriptions for all occupations?
- Do you establish criteria for assigning values to skill, effort, responsibility and working conditions of jobs? Do you challenge basic assumptions about the value of skills before assigning points or grades? (i.e.—Do you consider how caring for sick people, small muscle dexterity in typing, and other such skills may have been undervalued in jobs that have been traditionally held by women?)
- Do you ensure agreement among worker representatives and management on criteria to evaluate jobs?
- Do you assign scores or grades to jobs and allow worker input?
- Do you compare your system with market rates and other external competitiveness factors? Do you consider whether the market has undercompensated certain occupations or professions before making adjustments?
- Do you assign consistent compensation to jobs within similar grades or scores, and do you use market rates and other external competitiveness factors consistently?



## **5. Examine Your Compensation System and Compare Job Grades/Scores**

- How does pay compare for positions with similar grades or scores within your company? On average, are women and minorities paid similarly to men and non-minorities within the same grade or job score? Are there legitimate reasons for any disparities in pay between jobs with similar grades or scores? Can corrections be made to ensure consistency in assigning grades or scores?
- How long do men, women and minorities stay within job grades or scores before moving up? Do men or non-minority workers move up faster? What are the reasons that some workers move up faster? Can you take action to ensure that all workers have equal opportunity for advancement?

## **6. Review Data for Personnel Entering Your Company**

- At what grades or positions do men, women and minorities typically enter your company? Within those grades and positions, are salaries consistent, or do men, women and minorities enter at different pay levels?
- How does negotiation affect entry-level salaries? Are men able to negotiate higher starting salaries than women or minorities?
- How do new hires compare in salary to those already working in the company in the same grades or positions? Do men, women and minorities entering the company get paid higher or lower than those who already hold the same positions or grades? Are there differences by gender or race?
- Are changes needed to ensure that new hires are treated consistently and incorporated into existing compensation systems on a compatible basis?

## **7. Assess Opportunity for Employees to Win Commissions and Bonuses**

- Are men, women and minorities assigned projects or clients with high commission potential on a consistent basis?
- Are men, women and minorities with similar levels of performance awarded bonuses on a consistent basis? Do they receive bonuses of similar monetary values?

## **8. Assess How Raises are Awarded**

- Is there a consistent method of evaluating performance for all workers? Do men, women and minorities receive consistent raises based on similar performance standards? (i.e.—Are all workers with outstanding evaluations awarded the same percentage increases? If not, what are the reasons for the difference?)



- Are men, women and minorities with similar levels of performance awarded bonuses on a consistent basis? Do they receive bonuses of similar monetary values?

#### **9. Evaluate Employee Training, Development and Promotion Opportunities**

- How are workers selected for participation in training opportunities or special projects that lead to advancement? Are there differences by race or gender? If so, what can be done to widen the pool to reflect equal opportunity?

#### **10. Implement Changes Where Needed, Maintain Equity and Share Your Success**

- Have you made changes to ensure consistency in evaluation of jobs, assignment of grades or scores, advancement within the system, performance evaluation, compensation levels, raises, bonuses, commissions and training? Have you evaluated your compensation system periodically to ensure that it meets equal employment opportunity goals?
- Do you maintain openness about compensation with your workforce? Do you regularly post job openings and salary ranges within the workplace? Do you allow employees to discuss compensation issues on their own time?
- Are you reaping the rewards of a productive, loyal workforce, and using your success as a competitive tool to attract the best and brightest workers?

*Information for this employer self-audit was derived from a 1996 document created by the U.S. Department of Labor Women's Bureau.*

# Maine Department of Labor Equal Pay Self-Audit Tool for Employers

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## Equal Pay Self-Audit for Employers

The following information will assist you, as an employer, in analyzing your wage-setting policies. First, take the self-audit and see how you fare. If it doesn't appear that your policies measure up, you should use the questions and recommendations to develop a framework for policies that will ensure equal pay regardless of an individual's gender.

### **Please answer the following questions about your current pay policies:**

1. Do you have a method to determine salaries and benefits?
2. Do you have written job descriptions for each position?
3. Do you have a consistent job evaluation system in place?
4. Are jobs scored or graded?
5. Are positions where women work scored or graded according to the same standards as jobs where men work?
6. Even though job titles might be different, is a method used whereby people with substantially similar levels of experience and education who hold jobs calling for substantially similar degrees of skill, effort and responsibility are paid consistently?
7. Would your company benefit from a fresh approach which updates job descriptions by assessing skill, effort and responsibility in various jobs; by assigning grades or scores and; by ensuring that you are paying wages that are consistent with market rates?

### **Please answer the following questions about your hiring practices:**

1. At what grade or position do men and women typically start at your business?
2. Within those grades or positions, are the salaries consistent between gender or do men and women enter the business at different rates?
3. How does negotiation affect entry-level salaries? Do men generally negotiate higher salaries than women?
4. Do men and women entering the company get paid higher or lower than those who already hold the same positions or grades?

### **Please answer the following questions on how employees are rewarded:**

1. If you have a commission policy, are men and women assigned projects or clients with high commission potential on a consistent basis?
2. If you have a bonus system, does it reward men and women with similar levels of performance on a consistent basis and are the amounts similar in monetary values?
3. How are employees chosen for participation in training opportunities or special projects that could lead to advancement? Are there differences by gender?
4. Is there a consistent method to evaluate performance of all workers? Do men and women receive consistent raises based on similar performance standards? If the raises are based on percentages, are men and women given the same percentage increases?

**Now it's time to grade yourself. Be honest.**

**How do you think you scored? Were there many questions you had not considered before and did you have to hesitate with your responses? If so, we offer the following recommendations to assist you in compliance with the Maine law.**

1. Prepare job descriptions for all occupations.
2. Establish criteria for assigning values to skill, effort and responsibility. Be creative--consider how caring for sick people, small muscle dexterity in typing and outstanding people skills in the service industry may have been undervalued in jobs that have been traditionally held by women.
3. Compare your system with market rates and other external competitiveness factors and, as above, take into consideration that the market may have undercompensated certain occupations in the past.
4. Assign scores or grades to jobs--when possible, obtain worker or worker representative input.
5. Compare the pay for each job to positions with similar grades or scores within your company. Make sure the rates are consistent.
6. Make sure that on average, women and men are paid similarly within the same grade or score. If they are not, make sure there are legitimate reasons for any disparities in pay.
7. Look at how long men and women stay within job grades or scores before moving up. Do men seem to move up faster than women? Why do some workers move up faster? Can you take action to ensure that both genders have equal opportunity for advancement?
8. Provide equal training opportunities for women as are offered to men.
9. Give women equal consideration for promotion as is given to men.

And, finally, maintain openness about compensation with your employees. Post job openings showing salary ranges regularly. Do not discourage employees from discussing their compensation issues. And, remember to use your success as a competitive tool to attract the best and brightest workers. By implementing a fair pay system, you will reap the rewards of a productive and loyal work force.

**Maine Department of Labor  
Bureau of Labor Standards, Wage & Hour Division  
45 State House Station  
Augusta, ME 04333-0045  
207-623-7900  
[www.maine.gov/labor/bls](http://www.maine.gov/labor/bls)**

***Maine State Government is an Equal Opportunity/Affirmative Action Employer***

Wisconsin Council on Children and Families List of  
Racial Equity Initiatives

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# RACE TO EQUITY



## Racial Equity Community Impact

In October 2013, we released the Race to Equity Report documenting the significant racial disparities in Dane County. The continuous dissemination and discussion of its findings and recommendations has not only resulted in a vastly expanded awareness of the disparity crisis, but a broad, deep and heartening increase in political and public will and actions to do something about it. To better understand the scope of these promising efforts, Race to Equity is compiling a list of racial equity initiatives that have been implemented in Dane County since the release of the report.

This list is not exhaustive and represents preliminary efforts to capture a broad overview of the initiatives that have been developed in our community. We compiled this inventory in order to acknowledge, affirm and applaud our community's expanding efforts to improve conditions in Dane County for children and families of color. The hope is that it will serve as a useful resource to: track progress as a community; identify areas that need further attention; and, most importantly, hold the community accountable for making sustained progress toward real racial equity in the county. In its current form, the list emphasizes efforts aimed at reducing disparities faced by African-American families in Dane County, as this population was the focus the report. However, there are many similar initiatives going on in communities and organizations all over the county, and we need the community's help to improve this list. Please let Race to Equity know of these initiatives by visiting Race to Equity's website and submitting any racial equity initiatives or policy reforms that aren't included in this list. With your help, a fuller and more accurate measure of the community's growing commitment to make Dane County a more equitable place to live, work, and grow can be obtained.

# CITY OF MADISON AND DANE COUNTY GOVERNMENT

## 2013/2014

- The public announcement that reducing racial disparities in economic status will be Mayor Soglin's top priority for his administration.
- The adoption of ordinances by both the Madison Common Council and the Dane County Board of Supervisors to require Equity Impact Assessments of proposed policy, legislative, and budget decisions.
- The establishment of the Racial Equity and Social Justice (RESJ) Team, consisting of representation from most city departments. The team has provided recommendations and strategies around eliminating racial and social inequities in three main areas: equity in city policies and budgets, equity in city operations, and equity in the community.
- A national grant is awarded to Dane County from the American Bar Association to reduce racial disparities in the criminal justice system.
- The creation of a mayoral employment initiative to support the hiring of 1,500 unemployed or underemployed people of color by public- and private-sector employers in the city over the next five years.
- The creation of the Employee Engagement and Equity Initiative to identify and address issues of bias or discrimination that can impede the performance of city employees.
- The Early Childhood Zone, created by Dane County Executive Joe Parisi and United Way, is expanded to Westside Elementary in Sun Prairie and Sugar Creek Elementary in Verona. The program aims to close the racial achievement gap by identifying impoverished minority families with pre-school children, or in which the mother is pregnant, and offering a range of services to prepare children for school.

## 2014

- An increased public-sector emphasis (supported by increased appropriations) on early childhood initiatives, at-risk youth work, and neighborhood strengthening that are all designed to address the needs of both the children and their parents—a two-generation approach to disparity reduction.
- The announcement by the Madison Police Department of a new initiative to strengthen police relations with middle schoolers, with the explicit goal of reducing the arrest and detention rates for African-American youth.
- Dane County's creation of a community court along with additional funding for Restorative Practices as preventive approaches to reducing racial disparities in schools and the criminal justice system.
- The city's ongoing efforts to remove minimum qualification requirements and screening criteria that have been shown to create barriers to employment for some groups of otherwise qualified applicants.

**A publication of Race to Equity**

*A Project of the Wisconsin Council on Children and Families*

Elimination of these barriers ensures that potential candidates are not screened out, increases the diversity of employees, and promotes equity in the employment process.

- Modifications to the city’s civil service system: including creating trainee positions for applicants with potential but without previous experience; expanding posting rights for city interns; modifying referral rules; and, updating Personnel Rules to allow limited-term- employee transfer rights.
- The adoption of the Ban the Box Initiative to remove questions regarding criminal background from city job applications, ensuring that hiring decisions are based on relevant work qualifications.
- A new city directive to ensure that the oral panels used during the hiring process of top city positions are diverse in gender, race, and ethnicity.
- The launching of an initiative by the City of Madison and the Urban League to increase the diversity of the applicant pool for seasonal city positions.
- City of Madison’s Human Resources (HR) new collaboration with the Department of Civil Rights to update the mailing list that targets advertising of job opportunities to more diverse organizations. Also, publication of a new manual entitled “Navigating the City of Madison Hiring Process” on the city’s HR website to help individuals through the process of applying for city jobs.
- The Parks Divisions offers exams in Spanish for open positions and looks to possibility of offering exams in other languages for certain positions.
- Training extended to most city departments on engagement and equity. Many departments have created internal culture and engagement teams that have developed feedback tools, custom training for employees, and internal newsletters.
- The ongoing implementation and development of Madison’s Police Department’s Trust Based Initiatives and collaborative efforts with Madison’s diverse communities. Recent initiatives include the creating of Black and Latino Youth Academies to create trust, build relationships, and interest kids in law enforcement.
- The reorganization of the City of Madison’s Supervisor Manual to focus on the four pillars of the city’s Equity and Engagement Model: building trust, equipping employees, developing employees, and connecting to purpose. Each chapter provides new tools for supervisors to help foster engagement and equity.
- A policy conference called for city leaders covering many topics related to their role in advancing racial equity and social justice.
- The city’s commissioning of the Public Works Contracting Disparity Study to determine whether firms owned by minorities and women are at a disadvantage when it comes to winning public works contracts.
- The city’s efforts to improve internet access to challenged neighborhoods and availability of computers in the Madison Municipal School District.
- A city-funded internship program for high school students in need of work experience and greater career opportunities.
- The launch of “Project Big Step” to connect skilled employees, especially minority residents, with contractors and trade unions who need workers for upcoming Dane County projects.

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## 2015

- The Center for Social Inclusion and the Government Alliance for Racial Equity released a report that details five recommendations to be implemented over four years to transform Dane County into a racially equitable institution.
- Creation of the Black Leadership Council composed of Madison African-American community leaders and African-American based organizations. The aim of the council is to advise government on a broad range of issues affecting the local African-American community, including disparities in the criminal justice system, the educational achievement gap, economic empowerment and living wage jobs; affordable health care; youth mentoring and programming.
- The focus of the Dane County 2016 budget on improving access to mental health resources, expanding employment opportunities, helping those recently released from prison re-acclimate to society. One of the biggest initiatives in the budget is the creation of the Office for Equity and Inclusion to institutionalize the county's efforts to reduce racial disparities within county government and outside of it.
- Dane County Executive Joe Parisi signed a resolution to provide funding for three of his new "Access to Opportunity" initiatives. These initiatives include providing 50 low-income teenagers with free drivers education; assisting those who have lost their driver's license to regain their license through the "Driver's License Recovery Program" at the YWCA; and supporting an evidence-based transitional jobs program operating in Southwest Madison that helps residents with multiple barriers to employment find jobs.
- The County Board's approval of a \$22K grant to fund racial equity and implicit bias training for County law enforcement personnel.
- Madison's first racial equity coordinator was hired to develop, administer, and implement city-wide policies and procedures involving racial equity and social justice.
- Changing the city's funding process to make it more inclusive and responsive to community-identified needs.
- The creation of a special committee to examine the Madison Police Department's culture, training, policies and procedures. The committee will make final recommendations to the mayor, City Council, Police and Fire Commission, and the Madison police chief by July 2016.
- Issues of racial equity in education, employment, and incarceration surfaced as a main focus of the 2015 Madison mayoral race.
- The 2015 election season drew more candidates of color than prior election seasons and city voters elected the first two African-American females to the Common Council.
- In the State Assembly, the Speaker's Task Force on Urban Education was created to study teacher recruitment and retention, discuss best practices to address truancy, below-average academic performance and low graduation rates, and explore ways to improve access to technology in high poverty urban areas.

- Madison Police Department collaborated with YWCA and Dane County TimeBank to create a program that offers youth ages 12 to 16 who violate municipal ordinances the option of going through restorative justice, instead of receiving fines and a conviction record.
- A workshop at the YWCA Racial Justice summit highlighted various efforts by the Wisconsin State Public Defender’s office regarding racial justice, including the creation of the agency-wide Racial Disparity Team and trainings about implicit racial bias and responding to racism effectively.

## NONPROFIT ORGANIZATIONS

### 2013/2014

- Numerous nonprofits begin reviewing and revising their mission statements to more centrally focus on equity as an organizational priority, including commitments to diversify their governance and workforces.
- Local funders, including the United Way, the Madison Community Foundation, the Evjue Foundation, the CUNA Mutual Group Foundation, Great Lakes Higher Education, and Forward Community Investments, increase their commitments to equity efforts.
- The opening of an Early Childhood Initiative office in the Leopold Elementary School neighborhood to provide home visiting services and link families with the resources they need to eliminate household instability and ensure their children get a healthy start in life.
- The publishing of Rev. Dr. Alexander Gee’s essay headlined “Justified Anger,” that described the racism he and others had encountered in Madison, and his frustrations at the city’s failure to address the marginalization of the African-American community.

### 2014

- The launch of an African-American–led coalition, “Justified Anger” to advocate for strong actions to address racial disparities.
- The revival and launch of a new countywide NAACP chapter, explicitly formed to address the racial disparities described in the Race to Equity Baseline Report.
- Centro Hispano’s announcement of a new strategic plan to address disparities facing Dane County’s Latino community. The plan will focus on several main goals, including the promotion of greater community engagement, creation of a system for immediate job and career placement, increasing the mobility of Latino youth through career awareness and planning, and the expansion of Centro as a resource hub for the rest of the region. CUNA Mutual Foundation awards a \$100,000 grant to Centro Hispano to support this plan.
- Madison Reading Project forms in partnership with the Salvation Army to increase literacy rates in Dane County for vulnerable children and encourage a love for reading. This program also provides Madison-area children the opportunity to interact with children in a Tanzanian village they are

partnered with through letters, artwork, emails, photos and videos to create an enriching educational opportunity for all.

- The awarding of expanded state and local workforce development grants to the Urban League and the YWCA, with the specific aim to improve job training for unemployed women and men of color.
- The YWCA sold out its 2014 Racial Justice summit with 565 people committed to reducing the racial disparities in Dane County identified by Race to Equity.
- The Urban League of Greater Madison adopts a new strategic plan that focuses on increasing the outreach, training, placement, retention, and advancement of 250 underemployed parents of color from 2015-2020.
- A partnership effort between the Boys & Girls Club of Dane County, Madison Metropolitan School District, City of Madison, United Way of Dane County, CUNA Mutual Group, Dane County, Metcalfe's Market, and Youth Services of Southern Wisconsin to provide 160 paid summer internships for students of color, low-income families, or first-generation high school or college students.
- The YWCA develops the "Race to Equity Toolkit" to guide community-wide conversations on our local challenges and to better equip individuals and the community to talk about race.
- The creation of the Madison Out-of-School Time (MOST) Initiative to provide youth access to high-quality, comprehensive, out-of-school time programs that promote positive youth development, educational achievement, and career and community readiness.
- YWCA partners with tech consulting company Adorable.io to launch YWeb Career Academy, a program designed to bring more women and people of color into Madison's tech community.
- Race to Equity launches a Community Ambassador Fellowship for five residential neighborhood leaders who are given Race to Equity materials to disseminate to local residents and to facilitate discussion and mobilization around issues that are most important to them. The fellowship was developed as a means to lift up the voices of those in the community whose life experience was reflected in the Race to Equity data.
- The launch of a private sector Construction Employment Initiative to help prepare low-income and disenfranchised individuals for jobs in the construction industry and the trades.
- The creation of the Step Up: Equity Matters Initiative, a year-long series of workshops for people to learn how to promote equity in their workplace.
- The Wisconsin Council on Children and Families (WCCF) recognizes organization and individuals working to overcome disparities with its Giraffe Award.
- WCCF creates the Race to Equity scholarship for high school students who demonstrate a passion for racial equity and social justice.
- The 15<sup>th</sup> Annual White Privilege Conference is held in Madison and focused on empowering individuals to work for equity and justice.

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## 2015

- The creation of the Wisconsin Diversity Procurement Network to address the provision of critical resources that foster the growth of diverse (ethnic, minority-owned, women-owned, veteran-owned, disabled-owned) businesses of all sizes.
- The Northside United community group hosts a forum discussing the disparities revealed in the Race to Equity report and have held ongoing meetings to continue tackling disparity issues in the community.
- Protestors and students from all across Madison participate in multiple “Black Lives Matter” marches to protest of police violence and the shooting of Tony Robinson.
- The creation of the Student Expulsion Prevention Program (StEPP) to address the need for quality legal representation for children in the Madison Metropolitan School District facing expulsion. Low income students and students of color are disproportionately impacted by the expulsion process.
- Forward Community Investments revises its mission statement, adds Board members, and modifies its strategic plan to target its lending and grant making on organizations committed to reducing disparities.
- Forward Community Investments prepares a report identifying barriers faced by low-income, vulnerable residents in Madison and also reviewed a sample of recent reports focused on the human service context in Madison, including the Race to Equity Report. Results from FCI’s analyses are intended to inform the City of Madison’s Community Development Division’s Policy Goals and Objectives for city investments in the social sector.
- The Association of Fundraising Professionals hosts, “Engaging Our Latino Donor Community” featuring a panel discussion by nonprofit and business leaders on the breadth and depth of the Latino experience in Dane County and how to better engage this community in nonprofit work.
- The Center for Family Policy and Practice and YWCA Madison, hired by the City of Madison, conducts community engagement sessions to solicit input and concerns about body-worn video cameras by police.
- Young Nonprofit Professionals Network hosts a discussion about creating more equitable environments in the workplace and identifying concerns of the diverse communities who are served by nonprofits.
- After leading community opposition to the building of a new jail, the Young, Gifted and Black Coalition (YGB) worked with county supervisors and a number of community organizations on an alternative resolution. This resolution formed work groups that came up with more than 30 recommendations to address mental health needs, alternatives to incarceration and length of stay.
- Justified Anger launches “Our Madison Plan,” a framework for racial progress in Madison outlining strategies and goals developed by five work groups under the headings of education, economic development, incarceration, family and community wellness, and leadership capacity and development. The Evjue Foundation donated the first \$150,000 to help execute the plan.

- Brotherhood Group, an African-American youth group, begins conducting a collaborative research project looking into reasons for disproportionate representation of African-American males in the criminal justice system and the lack of black teachers in the Madison Metropolitan School District.
- The holding of the Cultural Context of Corporal Punishment Conference at which expert faculty presented on the significant negative impact of corporal punishment on child development. The community-based professionals who attended the conference had the opportunity to examine their implicit biases that may negatively impact their ability to objectively assess a family's situation and develop strategies to reduce the impact of bias in their work.
- United Way of Dane County organizes a Delegation to Create Economic Stability for Young Families to examine poverty in Dane County, evaluate successful solutions, and create a plan to mobilize the community to help young families become self-sufficient.
- Community Shares of Wisconsin hosts a Cultural Competence Leadership Institute for nonprofit organizations, educators, government agency staff, individuals, and businesses to learn how to serve diverse communities.
- Community Shares of Wisconsin staff and board commit to making organization, member organizations, and board of directors more diverse.

## 2016

- The creation of the Wisconsin Diversity Procurement Network to address the provision of critical resources that foster the growth of diverse (ethnic minority-owned, women-owned, veteran-owned, disabled-owned) businesses of all sizes.

## SCHOOLS

### 2013

- The adoption of a new Behavior Education Plan by the Madison Metropolitan School District (MMSD) with the aim of reducing racial disparities in suspension and expulsion rates.
- MMSD creates its strategy for improvement, the Strategic Framework. The framework is a long-term, inter-related strategy to raise achievement for all and close gaps. It now guides all of the district's work and is aimed at closing the gaps in opportunity that lead to disparities in achievement.
- Every Madison school develops a targeted school improvement plan with measurable goals for all students and for specific goals. For example, 44 of 50 schools now have African American students as specific focus group.
- The creation of a new, more rigorous principal selection process to find the best leaders at every Madison school and increase diversity.
- Completion of a zero-based budgeting process and reallocation of \$2 million from the central office to Madison schools to support overall strategy to raise achievement and close gaps.

## 2014

- The MMSD English department restructures their curriculum, actively seeking out different reading materials that are more culturally diverse and culturally relevant to students of color.
- State Superintendent Tony Evers forms a statewide task force of educators and others to identify promising strategies in schools across the state to close the achievement gap between students of color and their peers.

## 2015

- The Madison Board of Education approves a new plan designed to reduce the significant gap in achievement faced by English Language Learners (ELLs) compared to native English speaking students. The plan aims to provide better, research-based services for ELL students, distribute ELL services more equitably across the district, expand the existing Spanish-English Dual Language Immersion (DLI) programs to additional elementary schools, and prepare the educator workforce to teach the growing number of ELL and bilingual students in Madison schools.
- Madison school leadership teams, school principals and district leaders work with the National Equity Project to do explicit work around examining racial equity and implicit bias.
- Verona Area High School students in the Minority Student Achievement Network host a national conference for the organization earlier this fall in Madison and came out of the event with an action plan to solve disparities in their own school. The plan has three main components: behavioral management, closing the achievement gap and improving multicultural awareness.
- MMSD provides targeted professional development and computer adaptive software aimed at enhancing early literacy skills for students at the district's 13 highest needs elementary school, which serve 67% of the district's students of color.
- MMSD is creating a comprehensive recruitment strategy to use this hiring season to recruit and hire more teachers of color and especially African American teachers.
- The Middleton High School Student Voice Union, a student-run social justice group, conducts a community forum on race issues in Dane County. Poverty reduction and education achievement were discussed as important strategies in reducing racial disparities.
- Madison schools are building systems and support to keep ninth grade students, especially students of color, on track to graduate.
- The first African American female was elected to serve on Sun Prairie's School Board.
- MMSD works with community partners to provide mentoring for African American students.
- Verona Area School District hosts the Minority Student Achievement Network Student Conference at which student leaders from high schools across 10 states engaged in activities identifying root causes of racial disparities in their schools and solutions to eliminate barriers to learning for students of color.
- MMSD works with youth to grow youth leadership opportunities for African American students.

- Madison School Board approve a proposal by the Native American Student Association at West High that bans student attire depicting Native American team names, logos, or mascots.
- One City Learning Centers receive assistance from Cremer Foundation of Madison, CUNA Mutual Foundation, BMO Harris Bank, and FCI to renovate a new facility to serve preschoolers and their families. One City’s mission is to prepare young children from birth to age 5 for success in school and life.
- The newly formed Family, Youth & Community Engagement Department of MMSD will provide guidance and resources to schools and families to increase authentic and mutually-supportive partnership between youth, families, schools, and communities.

## UNIVERSITY OF WISCONSIN-MADISON

### 2013

- UW partners with grassroots groups and activists to put on workshops, seminars, panels and conferences around issues of racial equity in our community and broadly.

### 2014

- The UW and Madison schools launch Forward Madison, a cutting edge partnership to support new educators and grow the diversity of the school district workforce.
- Led by Everett Mitchell, a racial disparity and opportunity gap committee is charged by Chancellor Blank to review how UW programs, initiatives, and faculty are working to reduce disparities.

### 2015

- The opening of the UW South Madison Partnership, an effort to bring together existing UW-Madison collaborations and programming that is already in place in South Madison. The UW South Madison Partnerships will build, promote, and host community-based service learning courses, host courses taught by Continuing Studies, and link community groups with UW-Madison personnel and services.
- The Minority Student Achievement Network, a national coalition of school districts, holds their annual institute at UW-Madison. The meeting focuses on the latest research and most promising practices for eliminating racial disparities in achievement in schools across the United States.
- The theme “Inequality in America” and the book *Just Mercy*, by Bryan Stevenson, is chosen for the 2015 *Go Big Read* program. *Go Big Read* is an initiative between UW-Madison and Madison Public Libraries to encourage the community to read a common book and attend either book discussion groups or programs at the libraries to better understand it. *Just Mercy* is a call to action and a critique of the American justice system.
- The UW-Madison School of Social Work hosts a one-day conference for social workers and students focusing on racial disparities in education and the criminal justice system and the over-representation of people of color among those living in poverty.

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- Together with other student organizations, Partners in Health Engage Madison, host a forum and discussion on health disparities affecting communities of color.

## PRIVATE SECTOR

### 2013

- The local association of private-sector human resource professionals make increase hiring and retention of underemployed workers of color their top priority for 2014–2015.

### 2014

- Willy Street Co-op makes a commitment to help overcome racial disparities through providing funding to organizations working on the cause, diverse hiring, assisting with the development of a co-op in Allied Drive, and educating members on diversity.
- Madison Region Economic Partnership (MadREP) and the Urban League of Greater Madison host the first annual summit event for Madison Region business and community leaders to discuss issues related to the impact of diversity within business, improving workforce opportunities for all community members, and the need for authentic collaboration in promoting economic development.
- MadRep releases the Madison Region’s Workplace Diversity and Inclusion Survey, an annual report designed to measure, recognize, improve, and promote workplace diversity and inclusion practices.
- Dane Buy Local’s Diversity Committee holds a widely acclaimed seminar on racial disparities with the Latino Chamber of Commerce, the Urban League of Greater Madison Young Professionals, and the Wisconsin Women’s Business Initiative Corporation.
- Local businesses participate in MMSD’s first year of the Workplace Learning and Entrepreneurship Initiatives, offering students opportunities such as internships, mock interviews, and career presentations.

### 2015

- Greater Madison Chamber of Commerce 63<sup>rd</sup> Annual Dinner, a premier networking event for Madison Area business leaders, focuses on issues of economic opportunity, social mobility, and inequity.
- The creation of diversity “coordinator” positions among many businesses. For example, CUNA Mutual Group created a new position to develop initiatives that promote a diverse workforce, foster a culture where all employees can contribute, and hold leaders and employees accountable for promoting diversity and inclusion.
- Downtown Madison Rotary decides to focus on racial equity as its "large impact project" for the year. As such, Rotary is funding 12 member businesses to go through the YWCA equitable organization engagement process. Those organizations will report back to the broader membership about their progress and challenges. The Rotary also creates a Racial Equity Committee in 2015.

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## COMMUNITY ARTS

### 2014

- The multicultural artistic program, *First Wave*, presents a showcase featuring several poetry pieces written by students in reaction to the release of the Race to Equity Report.
- The Overture Center creates a new equity committee and has served as a venue for several performing arts events and art exhibits by people of color and/or focusing on racial disparities.
- Madison Children's Museum's *Play and a Play* initiative brings diverse families who do not usually access theater and museum program downtown to engage in Madison's cultural institutions. Staff from partnering organizations - Children's Theater of Madison, Goodman Center and the YWCA Madison - will continue to collaborate in order to better serve diverse audiences and create more equitable organizations.

### 2015

- Dane Arts Mural Arts (DAMA), a new public art program by Dane Arts that trains local artists and youth to collaborate on neighborhood mural projects, completes a mural at the Zion City Community Outreach Center in South Madison. DAMA also leads the creation of the PEACE Mural located on the back of the Social Justice Center on Williamson St. The mural depicts Tony Robinson and eight others with ties to the Williamson Street neighborhood who have died or been killed in the past 16 years.

## FAITH-BASED ORGANIZATIONS

### 2015

- Wisconsin Council of Churches develops a set of lectionary reflections around the theme of "Race & Privilege."
- "Action Day: People of Faith United For Justice," a day long gathering, is held to learn, discuss, and advocate for social justice issues, including MOSES commitment to cut incarceration levels in Dane County.
- Jewish Congregation for Social Justice hosts a Racial Justice Speaker Series featuring presentations by the Race to Equity team and YGB.
- The First Unitarian Society's Social Justice Program launches an ongoing series of informal conversations about equity issues. The first talk is titled, "Let's Talk: Black Lives Matter."
- Middleton Community Church and St. Dunstan's Episcopal Church, together with Middleton Outreach Ministry; Middleton Police Chief, Chuck Foulke; and Director of Equity and Student Achievement at Middleton High School, Percy Brown, organize a workshop that uses

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national and local history to help participants explore the roots of racism and examine racial inequities that exist in Dance County.

## 2016

- Worship leaders from Madison's InterVarsity Christian Fellowship wear #BlackLivesMatter T-shirts at the group's annual conference meeting in St. Louis, where a Black Lives Matter activist was featured as a keynote speaker.

## FOUNDATIONS

### 2014

- CUNA Mutual Foundation awards four grants of \$100,000 each to the Urban League of Greater Madison, the Boys and Girls Club, the YWCA, and Centro Hispano to strengthen their capacity to address racial equity.

### 2015

- The Oscar Rennebohm Foundation provides a \$300,000 grant in support of the Boys and Girls Club of Dane County and the Urban League of Greater Madison collaborative two-generational strategy to create internships, employment, and career training over the next three years and build an inclusive Dane County workforce.

### 2016

- American Family Insurance Dreams Foundation, the Milwaukee Bucks, and the Burke Foundation provides a multimillion dollar grant to support the growth of the Boys and Girls Club's AVID/TOPS, a college preparatory program designed to boost graduation rates and college enrollment for minority, low-income and first generation students.

## MEDIA

### 2013

- The featuring of the Race to Equity report in over 40 different online and print news outlets from October through December.

### 2014

- Commitment from local media outlets to significantly increase the extent and depth of coverage of poverty and race issues. Examples include: the Cap Times creation of a website called "Together Apart" that looks at race-specific issues locally and throughout the nation, Madison Magazine's

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increased focus on equity issues and Neil Heinen's ongoing editorial focus on racial disparities in Dane County.

- The Cap Times and Wisconsin Public Radio hosted "Together/Apart: Talking Across the Social Divide," a panel in which eight community leaders joined NPR's vice president of diversity for a discussion of race and ethnicity in Madison.
- Production began for the documentary called *Forward* about the racial justice movement in Madison. Through its observation of and interviews with racial justice organizations, the film highlights the racial disparities being fought, the individuals these problems affect, and what community leaders are doing to create change.

## **2015**

- The creation of Madison365, an online news outlet geared toward issues faced by the Greater Madison's communities of color.
- Brava Magazine's 2015 "Women to Watch" list features diverse women who are championing change in the greater Madison area and beyond as it relates to issues of diversity, racial disparity, women, and children.
- Umoja Magazine published a directory of Black owned businesses in the community to help recognize, promote, and invest in Black entrepreneurs and business leaders.

## APPENDIX A

# Survey and Interview Questionnaires

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# URA Senior Staff Survey

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**URA Racial Equity Assessment - Senior Staff Survey**

**\* 1. Is there a shared commitment to equity, diversity and inclusion among leaders and people who hold power and influence within the organization?**

- Yes
- No
- Don't Know

Why do you say that?

**\* 2. How thoughtful and deep is the commitment?**

- Strong
- Weak
- Neutral
- Don't Know

**\* 3. Are people committed enough to expend real resources for the work?**

- Yes
- No
- Don't Know

**\* 4. Do people understand that this will involve internal work, possibly internal resistance and tension, and may impact external relationships?**

- Yes
- No
- Don't Know

**\* 5. Has URA made a public commitment to racial equity?**

- Yes
- No
- Don't Know

If yes, please describe how the commitment was made and who made it.

**6. Does URA have a written policy that incorporates equity, diversity and inclusion?**

- Yes
- No
- Don't Know

**\* 7. Does URA have a systematic review of racial equity? A systematic review refers to a planned and periodic gathering of facts and governing body discussion with community participation regarding the implications of the facts for the organization.**

- Yes
- No
- Don't Know

**\* 8. Does URA seek input and guidance from local citizens, people of color organizations and community leaders of color in its strategic planning and decision making?**

- Yes
- No
- Don't Know

If yes, please describe how this input and guidance is sought.

**\* 9. On a scale from 1 to 5, with 5 being extremely diverse, how racially diverse is the URA's Senior Leadership? (NOT INCLUDING THE URA BOARD)**

- 5-Extremely Diverse (Significantly more diverse than the URA's overall racial composition)
- 4-Very Diverse (More diverse than the URA's overall racial composition)
- 3-Reasonably Diverse (Proportional to the URA's overall racial composition)
- 2-Slightly Diverse (Some Minorities)
- 1-Not Diverse (No Minorities)

**\* 10. On a scale from 1 to 5, with 5 being extremely diverse, how racially diverse is the URA as an organization? (NOT INCLUDING THE URA BOARD)**

- 5-Extremely Diverse (Significantly more than reflective of Pittsburgh's racial demographics)
- 4-Very Diverse (More than reflective of Pittsburgh's racial demographics >26%)
- 3-Reasonably Diverse (Commensurate with Pittsburgh's racial demographics ~26%)
- 2-Slightly Diverse (Some Minorities)
- 1-Not Diverse (No Minorities)

**\* 11. How many people are in your department?**

- 1-5
- 6-10
- 11-20
- 21-30
- More than 30

**\* 12. How many racial minorities are in your department?**

**\* 13. How many Managers/Supervisors are in your department?**

**\* 14. How many racial minorities are Managers/Supervisors in your department?**

**\* 15. On a scales from 1 to 5, with 5 being extremely diverse, how racially diverse is your department?**

- 5-Extremely Diverse (Significantly more diverse than the URA's overall racial composition)
- 4-Very Diverse (More diverse than the URA's overall racial composition)
- 3-Reasonably Diverse (Proportional to the URA's overall racial composition)
- 2-Slightly Diverse (Some Minorities)
- 1-Not Diverse (No Minorities)

**\* 16. On a scale from 1 to 5 with 5 being extremely inclusive, rate your department's inclusion of minority employees in decision-making?**

- 5-Extremely Inclusive (Minorities drive policy, are always included in meetings, and can make and implement decisions with limited input from others)
- 4-Very Inclusive (Minorities help shape policy, are frequently included in meetings, and make and implement final decisions with minor input from others)
- 3-Moderately Inclusive (Minorities are sometimes asked for their opinions on policy, are sometimes included in meetings, and can implement decisions with moderate input from others)
- 2-Slightly Inclusive (Minorities are rarely asked for their opinion on policy, may be included in meetings, but do not have authority to make decisions)
- 1-Not Inclusive (Minorities are not asked for their opinion on policy, are not included in meetings, and only perform the work once a decision is made)

**\* 17. How frequently are performance reviews conducted in your department? (Select One)**

- Annually
- Twice annually
- At least once every 2 years
- Infrequently
- Very infrequently

**\* 18. How likely is a strong performer to be promoted within 2-5 years? (Select One)**

- Highly Likely
- Likely
- Somewhat Likely
- Unlikely
- Very Unlikely

**\* 19. How often are people with strong performance promoted in your department? (Select One)**

- Frequently
- Occasionally
- Rarely
- Very Rarely
- Never

**\* 20. How often are minorities with strong performance promoted in your department? (Select One)**

- Frequently
- Occasionally
- Rarely
- Very Rarely
- Never
- N/A - There are no minorities in my department.

**\* 21. How many people were promoted within your department in the 2018 budget?**

- 0
- 1
- 2
- 3
- 4
- 5
- More than 5

**\* 22. How many racial minorities were promoted within your department in the 2018 budget?**

- 0
- 1
- 2
- 3
- 4
- 5
- N/A - There are no racial minorities in my department.

**\* 23. How many people received a pay increase within your department in the 2018 Budget?**

**\* 24. How many racial minorities received a pay increase within your department in the 2018 Budget?**

- 0
- 1
- 2
- 3
- 4
- 5
- N/A - There are no racial minorities in my department.

**\* 25. How many people were promoted within your department in the 2017 budget?**

**\* 26. How many racial minorities were promoted within your department in the 2017 budget?**

- 0
- 1
- 2
- 3
- 4
- 5
- N/A - There are no racial minorities in my department.

**\* 27. How many people received a pay increase within your department within the 2017 Budget?**

**28. How many racial minorities received a pay increase within your department in the 2017 Budget?**

- 0
- 1
- 2
- 3
- 4
- 5
- N/A - There are no racial minorities in my department.

**29. Are pay increases and non-lateral promotions based only on tenure, only on performance, or on tenure and performance? (Select One)**

- Tenure
- Performance
- Solid Performance along with Tenure
- Other (please specify)

**\* 30. What are URA's greatest diversity and inclusion priorities?**

**\* 31. If URA has developed, or is developing, a written diversity and inclusion policy and/or plan, were representatives, or are representatives, from communities of color participants in development?**

- Yes
- No
- Don't Know

**\* 32. If URA has a written racial equity policy and/or plan, how are communities of color incorporated into ongoing implementation efforts?**

**\* 33. If URA has a written racial equity policy and/or plan, how does the URA governing body monitor progress?**

**\* 34. Why is your Senior staff primarily white?**

**\* 35. Does URA have written procedures to increase the recruitment, hiring, retention and promotion of people of color?**

- Yes
- No
- Don't Know

**\* 36. Do you have intentional and effective approaches to developing leadership throughout your organization?**

- Yes
- No
- Don't Know

**\* 37. Are racial justice knowledge, skills and practices incorporated into performance objectives (such as job descriptions and work plans) and appraisals/evaluations for staff?**

- Yes
- No
- Don't Know

**\* 38. Do performance appraisals/evaluations include progress on racial equity and cultural competency goals?**

- Yes
- No
- Don't Know

**\* 39. Are racial equity and cultural competency training made available to your workforce?**

- Yes
- No
- Don't Know

**\* 40. Do communities of color in your area participate in the development and evaluation of racial equity and/or cultural competency trainings available for your staff?**

- Yes
- No
- Don't Know

**\* 41. Are there effective formal and informal complaint procedures for staff regarding race-related complaints?**

- Yes
- No
- Don't Know

**\* 42. Does URA have an internal structure or position dedicated to promoting workforce diversity?**

- Yes
- No
- Don't Know

If yes, please briefly describe the structure or role.

**\* 43. How is URA's internal culture of inclusion and equity communicated?**

**\* 44. Are there visible signs of URA's commitment to racial equity in its offices (e.g. signage that states your commitment and/or physical representation of diverse communities)?**

- Yes
- No
- Don't Know

**\* 45. Are organizational materials assessed for racial bias and reviewed to ensure reflection of your community's diversity?**

- Yes
- No
- Don't Know

**\* 46. Do URA's senior leaders act consistently around racial equity ( e.g., by allocating sufficient resources for equity initiatives, making racial justice a standing agenda item at key meetings, ensuring people of color are decision-makers)?**

- Yes
- No
- Don't Know

If yes, please provide 2-3 specific examples

**\* 47. Have there been specific incidents where URA has tried to build relationships with and include people of color but it didn't work?**

- Yes
- No
- Don't Know

If yes, Why?

**\* 48. Does URA meet regularly with leaders from communities of color specifically to discuss racial equity within the organization?**

- Yes
- No
- Don't Know

**\* 49. Does URA have a method in place to assess the overall satisfaction of communities of color with your organization?**

- Yes
- No
- Don't Know

**\* 50. Please remember that this survey is completely anonymous. This section aims to help us determine if different groups have the same views and experiences around equality and diversity. If you do not want to answer the question, please select 'Do not wish to disclose'. Are you:**

- Male
- Female
- Do not wish to disclose

**\* 51. Are you:**

- 18 to 24
- 25 to 44
- 45 to 64
- 65 or over
- Do not wish to disclose

**52. Which of these groups do you consider yourself to belong to? (based on U.S. Census Bureau categories)**

- Asian
- Black or African American
- American Indian or Alaska Native
- White
- Mixed/multiple ethnic groups
- Native Hawaiian or Other Pacific Islander
- Do not wish to disclose

# URA Board Members Survey

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URA Racial Equity Assessment

URA Board Members Survey

\* 1. Is there a shared commitment to equity, diversity and inclusion among leaders and people who hold power and influence within the organization?

- Yes
- No
- Don't Know

Why do you say that?

\* 2. How thoughtful and deep is the commitment?

- Strong
- Weak
- Neutral
- Don't Know

\* 3. Are people committed enough to expend real resources for the work?

- Yes
- No
- Don't Know

\* 4. Do people understand that this will involve internal work, possibly internal resistance and tension, and may impact external relationships?

- Yes
- No
- Don't Know

\* 5. Has URA made a public commitment to racial equity?

- Yes
- No
- Don't Know
- If so, please describe how the commitment was made and who made it.

6. Does URA have a written policy that incorporates equity, diversity and inclusion?

- Yes
- No
- Don't Know

\* 7. Does URA have a systematic review of racial equity? A systematic review refers to a planned and periodic gathering of facts and governing body discussion with community participation regarding the implications of the facts for the organization.

- Yes
- No
- Don't Know

\* 8. Does URA seek input and guidance from local citizens, people of color organizations and community leaders of color in its strategic planning and decision making?

- Yes
- No
- Don't Know

If yes, please describe how this input and guidance is sought.

\* 9. On a scale from 1 to 5, with 5 being extremely diverse, how racially diverse is the URA's Senior Leadership? **(NOT INCLUDING THE URA BOARD)**

- 5-Extremely Diverse (More diverse than the URA's overall racial composition)
- 4-Very Diverse (More diverse than the URA's overall racial composition)
- 3-Reasonably Diverse (Proportional to the URA's overall racial composition)
- 2-Slightly Diverse (Some Minorities)
- 1-Not Diverse (No Minorities)

\* 10. On a scale from 1 to 5, with 5 being extremely diverse, how racially diverse is the URA as an organization? **(NOT INCLUDING THE URA BOARD)**

- 5-Extremely Diverse (Significantly more than reflective of Pittsburgh's racial demographics)
- 4-Very Diverse (More than reflective of Pittsburgh's racial demographics >26%)
- 3-Reasonably Diverse (Commensurate with Pittsburgh's racial demographics ~26%)
- 2-Slightly Diverse (Some Minorities)
- 1-Not Diverse (No Minorities)

\* 11. What are URA's greatest diversity and inclusion priorities?

\* 12. If URA has developed, or is developing, a written diversity and inclusion policy and/or plan, were representatives, or are representatives, from communities of color participants in development?

- Yes
- No
- Don't Know

\* 13. If URA has a written racial equity policy and/or plan, how are communities of color incorporated into ongoing implementation efforts?

\* 14. If URA has a written racial equity policy and/or plan, how does the URA governing body monitor progress?

\* 15. Why is your Senior staff primarily white?

\* 16. Does URA have written procedures to increase the recruitment, retention and promotion of people of color?

- Yes
- No
- Don't Know

\* 17. Do you have intentional and effective approaches to developing leadership throughout your organization?

- Yes
- No
- Don't Know

\* 18. Are racial justice knowledge, skills and practices incorporated into performance objectives (such as job descriptions and work plans) and appraisals/evaluations for staff?

- Yes
- No
- Don't Know

\* 19. Do performance appraisals/evaluations include progress on racial equity and cultural competency goals?

- Yes
- No
- Don't Know

\* 20. Are racial equity and cultural competency training made available to your workforce?

- Yes
- No
- Don't Know

\* 21. Do communities of color in your area participate in the development and evaluation of racial equity and/or cultural competency trainings available for your staff?

- Yes
- No
- Don't Know

\* 22. Are there effective formal and informal complaint procedures for staff regarding race-related complaints?

- Yes
- No
- Don't Know

\* 23. Does URA have an internal structure or position dedicated to promoting workforce diversity?

- Yes
- No
- Don't Know

If so, please briefly describe the structure or role.

\* 24. How is URA's internal culture of inclusion and equity communicated?

\* 25. Are there visible signs of URA's commitment to racial equity in its offices (e.g. signage that states your commitment and/or physical representation of diverse communities)?

- Yes
- No
- Don't Know

\* 26. Are organizational materials assessed for racial bias and reviewed to ensure reflection of your community's diversity?

- Yes
- No
- Don't Know

\* 27. Do URA's senior leaders act consistently around racial equity ( e.g., by allocating sufficient resources for equity initiatives, making racial justice a standing agenda item at key meetings, ensuring people of color are decision-makers)?

- Yes
- No
- Don't Know

If yes, please provide 2-3 specific examples

\* 28. Have there been specific incidents where URA has tried to build relationships with and include people of color but it didn't work?

- Yes
- No
- Don't Know

If yes, Why?

\* 29. Does URA meet regularly with leaders from communities of color specifically to discuss racial equity within the organization?

- Yes
- No
- Don't Know

\* 30. Does URA have a method in place to assess the overall satisfaction of communities of color with your organization?

- Yes
- No
- Don't Know

\* 31. Please remember that this survey is completely anonymous. This section aims to help us determine if different groups have the same views and experiences around equality and diversity. If you do not want to answer the question, please select 'Do not wish to disclose'. Are you:

- Male
- Female
- Do not wish to disclose

\* 32. Are you:

- 18 to 24
- 25 to 44
- 45 to 64
- 65 or over
- Do not wish to disclose

33. Which of these groups do you consider yourself to belong to? (based on U.S. Census Bureau categories)

- Asian
- Black or African American
- American Indian or Alaska Native
- White
- Mixed/multiple ethnic groups
- Native Hawaiian or Other Pacific Islander
- Do not wish to disclose

# One-On-One Interview Questions

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Exstare Federal Services Group  
URA Racial Equity Assessment  
One-on-One Interview Questions: Community-Based and Private Organizations  
FINAL 3/20/18  
NOT FOR PUBLIC DISSEMINATION

**INTERVIEWER:** \_\_\_\_\_ **DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

<b>Interviewee Name:</b> _____
<b>Interviewee Title:</b> _____
<b>Entity Name:</b> _____
<b>Entity Address:</b> _____
<b>City:</b> _____ <b>State:</b> _____ <b>Zip:</b> _____
<b>Work Telephone:</b> _____ <b>Email:</b> _____

**Read the following statement to interviewee:**

On behalf of the Urban Redevelopment Authority of Pittsburgh (URA), thank you for your time and participation in this interview. As you may know, we are interviewing a number of individuals from the URA, and local businesses and other agencies. The questions I will ask you and your responses will contribute to a racial equity assessment that Exstare Federal Services Group is conducting for the URA. The information you provide will not be reported on an individual level, but in aggregate.

Do you have any questions before we begin the interview? **(Note any questions and your responses in the space below)** The interview will take about an hour. May we begin?

**Section 1. Organizational Commitment, Leadership & Governance**

1. Is there a shared commitment to equity, diversity and inclusion among leaders and people who hold power and influence within your organization? Yes\_\_\_ No\_\_\_ Don't know\_\_\_

Within URA? Yes\_\_\_ No\_\_\_ Don't know\_\_\_

2. How thoughtful and deep is the commitment within your organization?

Strong\_\_\_

Weak\_\_\_

Neutral\_\_\_

Don't know\_\_\_

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URA Racial Equity Assessment  
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NOT FOR PUBLIC DISSEMINATION

Within URA?

Strong\_\_\_

Weak\_\_\_

Neutral\_\_\_

Don't know\_\_\_

3. Has your organization made a public commitment to diversity and inclusion?  
Yes\_\_\_ No\_\_\_ Don't know\_\_\_

If yes, please describe how the commitment was made and who made it.

4. Are you aware of URA's public commitment to diversity and inclusion? Yes\_\_\_ No\_\_\_

If yes, please describe how you became aware of it.

**Section 2. Communications and Relationships**

5. What is your organization's relationship with URA?
6. How does your organization seek input and guidance from the people of color organizations, the public at large, and community leaders of color in its strategic planning and decision making?
7. Are there visible signs of your organization's commitment to racial equity in its offices (e.g. signage that states your commitment and/or physical representation of diverse communities)? Yes\_\_\_  
No\_\_\_ Don't know\_\_\_
8. Are your organization's relationships with people of color organizations and communities of color comparable to URA's relationships with those organizations and communities? Yes\_\_\_ No\_\_\_ In what ways?
9. In what ways are communities of color formally recognized as key stakeholders in your organization's decision-making?

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10. Have there been specific incidents where your organization has tried to build relationships with and include people of color but it didn't work? Yes\_\_ No\_\_ Don't know\_\_

If yes or no, Why?

11. Are you aware of specific incidents where URA has tried to build relationships with and include people of color but it didn't work? Yes\_\_ No\_\_

If yes, Why?

12. Where do you think URA should focus its equity, diversity and inclusion priorities?

13. Would you say that URA resources for engagement and outreach in communities of color is:

Very good\_\_ Sufficient\_\_ Needs improvement\_\_ Don't know\_\_

Why?

14. Would you say that your organization's efforts to attract and retain a diverse workforce is:

Very good\_\_ Sufficient\_\_ Needs improvement\_\_ Don't know\_\_

Why?

15. Would you say that URA efforts to attract and retain a diverse workforce is:

Very good\_\_ Sufficient\_\_ Needs improvement\_\_ Don't know\_\_

Why?

16. How is your organization's internal culture of inclusion and equity communicated externally?

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NOT FOR PUBLIC DISSEMINATION

17. Does your organization meet regularly with leaders from communities of color specifically to discuss racial equity within the organization? Yes\_\_ No\_\_ Don't know\_\_

18. Does your organization have a method in place to assess the overall satisfaction of communities of color with your organization? Yes\_\_ No\_\_ Don't know\_\_

19. What are your organization's top priorities around equity, diversity and inclusion?

**Please remember that this survey is completely anonymous. This section aims to help us determine if different groups have the same views and experiences around equality and diversity. If you do not want to answer the question, please select 'do not wish to disclose'.**

Are you? Male\_\_ Female\_\_ Do not wish to disclose\_\_

Are you? 18 to 24\_\_ 25 to 44\_\_ 45 to 64\_\_ 65 or over\_\_ Do not wish to disclose\_\_

Which of these groups do you consider yourself to belong to?

Asian\_\_ Black or African American\_\_ American Indian or Alaska Native\_\_ White\_\_

Mixed/multiple ethnic groups\_\_ Native Hawaiian or Other Pacific Islander\_\_

Other\_\_\_\_ (list) Do not wish to disclose\_\_

*Thank you for your participation. This survey will be used as part of the URA's racial equity assessment and help shape the organization's policies and practices for the years ahead.*

## APPENDIX B

# Focus Group Presentations

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# Business Focus Group Presentation

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## **Business Focus Group**

for the  
URA Racial Equity Assessment

Wednesday, March 28, 2018

## **Introductions**

- o Nancy West, Exstare Federal Services Group
- o Edna Shackelford, Exstare Federal Services Group
- o Business Owners and Managers

## **Why is URA Conducting this Assessment?**

- o To promote an inclusive environment that ensures equal opportunities for all, values diversity and empowers employees so that they may contribute and participate to their fullest potential in support of the URA's mission.

## **Purpose of the Focus Group**

- o To seek your opinions through thoughtful, honest, and candid conversation about URA's equity, diversity and inclusion policies and performance.

## Ground Rules

- o Open and Candid Discussion
- o Mutual Respect for Differences
- o Full Discussion of Issues
- o No Right or Wrong Answers
- o You will not be identified in Exstare's report

5

## URA's Mission

- o URA is committed to creating jobs, expanding the City's tax base and improving the vitality of businesses and neighborhoods.

URA achieves this mission by:

Assembling, preparing and conveying sites for major mixed-use developments; and

Providing a portfolio of programs that include financing for business location, relocation and expansion, housing construction and rehabilitation, and home purchases and improvements.

6

## Diversity, Equity, Inclusiveness Defined

- o Diversity refers to the various backgrounds and races that comprise a community, nation or other grouping. In many cases diversity implies an appreciation of these differences.
- o Equity means fairness or justice in the way people are treated.
- o Inclusiveness means how people from all backgrounds are involved in the organization, how their perspectives are valued, and how their needs are understood.

\*Source: Big Ideas & Definitions, URA Equity Working Group

7

## Organizational Commitment

- o Is there a shared commitment to diversity, equity, and inclusion among leaders and people who hold power and influence within the URA?
- o Why?

8

## Organizational Commitment

- What is your perception of the accessibility and transparency of the URA?

7

## Business Diversity and Inclusion

- What are your views on URA's M/WBE program policies and practices?

10

## Outreach and Communications

- What is your opinion of URA's engagement of and outreach in communities of color?

11

## Your Suggestions

- Where do you think URA should focus its diversity and inclusion priorities?

12

## Your Suggestions

- o What are your suggestions to improve URA's racial equity policies and performance?

13

## Thank You!

*Thank you for your participation in this focus group. We will use your input as part of the racial equity assessment to help URA shape the organization's diversity, equity and inclusion policies and practices for the years ahead.*

*If you would like to share additional information, please contact me at the number on my business card.*

14

# Employee Focus Group Presentation

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## Employee Focus Group

for the  
URA Racial Equity Assessment

Thursday, March 29, 2018

## Introductions

- o Nancy West, Exstare Federal Services Group
- o Edna Shackelford, Exstare Federal Services Group
- o URA Employees

2

## Purpose of the Focus Group

- o To seek your opinions through thoughtful, honest, and candid conversation about equity, diversity and inclusion in the URA workforce.

3

## Why is URA conducting this assessment?

- o To promote an inclusive work environment that ensures equal employment opportunities for all, values diversity and empowers employees so that they may contribute and participate to their fullest potential in support of the URA's mission.

4

## Ground Rules

- o Open and Candid Discussion
- o Mutual Respect for Differences
- o Full Discussion of Issues
- o No Right or Wrong Answers
- o You will not be identified in Exstare's report

5

## Diversity, Equity, Inclusiveness Defined

- o Diversity refers to the various backgrounds and races that comprise a community, nation or other grouping. In many cases diversity implies an appreciation of these differences.
- o Equity means fairness or justice in the way people are treated.
- o Inclusiveness means how people from all backgrounds are involved in the organization, how their perspectives are valued, and how their needs are understood.

6

## Organizational Commitment

- o Is there a shared commitment to diversity, equity and inclusion among leaders and people who hold power and influence within the URA?
- o Why?

7

## Workforce Diversity

- o Why do you think URA's Senior staff is primarily white?

8

## Workforce Diversity

- How can URA attract a more diverse workforce?

9

## Workforce Equity

- What issues concerning equity affect you or that you are aware of?

10

## Workforce Inclusion

- Please describe how the organization actively builds a culture of inclusion.

11

## Your Suggestions

- What are your suggestions to improve URA's diversity, equity and inclusion policies and performance?

12

## Thank You!

*Thank you for your participation in this focus group.  
We will use your input as part of the racial equity  
assessment to help URA shape the organization's  
diversity, equity and inclusion policies and practices  
for the years ahead.*

*If you would like to share additional information,  
please contact me at the number on my business card.*

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