

Equity Assessment Tool

City of Austin



Equity Assessment Tool (Pilot II)_2018

Start of Block: Section Zero: Department Information

Q0 Name of person completing this assessment?

Q00 Email Address?

Q000 Which department are you completing this assessment for?

End of Block: Section Zero: Department Information

Start of Block: Section One: Introduction

Q1 INTRODUCTION

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

Racial equity is the condition when race no longer predicts a person's quality of life outcomes in our community. The City recognizes that race is the primary determinant of social equity and therefore we begin the journey toward social equity with this definition. The City of Austin recognizes historical and structural disparities and a need for alleviation of these wrongs by critically transforming its institutions and creating a culture of equity.

The Equity Assessment Tool leads with race, as it is the primary predictor of access, outcomes, and opportunities for all quality of life indicators. By focusing on racial equity, this tool introduces a framework that can be applied to additional marginalized social identities which intersect with

racial identity including age, religion, gender identity, sexual orientation, and ability. The Equity Assessment Tool systematically integrates purposeful consideration to ensure budget and planning decisions reduce disparities, promote service level equity, and improve community engagement.

End of Block: Section One: Introduction

Start of Block: Section Two: Background

Q2 BACKGROUND Austin has a long history of systemic racism and racial inequity that continues today. From the city's origins, African Americans and other communities of color were excluded, marginalized and discriminated against as a result of city policies and practices. This history was reinforced by segregationist policies throughout the 20th century affecting a range of Austin venues, including schools, public parks, and commercial businesses, among others. One of the most disheartening chapters of this legacy was the City of Austin's Master Plan of 1928, which divided the City along racial lines by moving community services for African American and Hispanic/Latinx residents to East Austin. African-American and Hispanic Austinites who tried to settle in areas outside of the designated district were often denied services such as utilities and access to public schools. People of color were told that if they wanted access to essential services, they had to live in the designated areas. Despite these challenges, communities of color in Austin thrived and developed strong, close knit, and vibrant communities. While Austin was recognized in 2017 by US News and World Report as "The Best Place to Live in the U.S.," the City consistently makes national lists as a city with severe inequality. In 1950, Austin was fourth in the country for the most income inequality. In 2015, the Martin Prosperity Institute listed Austin as the most economically segregated city in the country. Legacies of displacement by wealthier white Austinites and lack of access to opportunity for people of color have marked the city with continued racial disparities. In an effort to address racial inequity in Austin, City Council passed Resolution No. 20150507-027 in May of 2015, which directed the City Manager to evaluate the impact of existing city policies and practices on racial equity and develop an Equity Assessment Tool that can be used across City departments during the budget process. The Council's goal is to utilize the Equity Assessment Tool and implement new policies, practices, and programs to help identify and address the inequities that impact the quality of life for low-income communities in Austin, which are disproportionately communities of color. When fully implemented, the Equity Assessment Tool will aid City of Austin departments in: Focusing on human centered design and building institutional empathy; Engaging residents in decision-making processes, prioritizing those adversely affected by current conditions; Bringing conscious attention to racial inequities and unintended consequences before decisions are made; Advancing opportunities for the improvement of outcomes for historically marginalized communities; Removing barriers to the improvement of outcomes for historically marginalized communities; and Affirming our commitment to equity, inclusion, and diversity

End of Block: Section Two: Background

Start of Block: Section Three: Instructions

Q3 INSTRUCTIONS This tool should be completed annually by department leadership and financial staff as you craft your budget proposals and business plans for the following fiscal year. Please refer to the following seven steps for building racial equity, provided by GARE, as you complete this tool:

1. Know the History: Consider historical events that have negatively impacted communities of color. Acknowledge them and create space for communities to share as to not repeat the same mistakes.
2. Develop the Proposal: What is the policy, program, practice or budget decision under consideration? What are the desired results and outcomes?
3. Monitor Data: What are the data? What do the data tell us? Are they disaggregated by race?
4. Engage the Community: How have communities been engaged? Are there opportunities to expand engagement?
5. Analysis and strategies: Who will benefit from or be burdened by your proposal? What are your strategies for advancing racial equity or mitigating unintended consequences?
6. Implementation: What is your plan for implementation?
7. Accountability and Communication: How will you ensure accountability, communicate, and evaluate results?

End of Block: Section Three: Instructions

Start of Block: Section Four: Departmental Analysis

Q4 Department Staff Provide the **numerical breakdown (count)** by race/ethnicity of the staff in your department. These data are available through the Human Resources Department.

White (1) _____

Black (2) _____

Asian (3) _____

Hispanic/Latino (4) _____

Native Hawaiian or Pacific Islander (5)

Native American/Alaska Native (6)

Other (7) _____

Q5 **Department Staff** Provide the **percentage (%) breakdown** by race/ethnicity of the staff in your department. These data are available through the Human Resources Department.

White (1) _____

Black (2) _____

Asian (3) _____

Hispanic/Latino (4) _____

Native Hawaiian or Pacific Islander (5)

Native American/Alaska Native (6)

Other (7) _____

Q5 **Contractors/Consultants** Provide the **numerical breakdown (count)** by race/ethnicity of the contractors and consultants utilized by your department. These data are available through the Purchasing Department.

White (1) _____

Black (2) _____

Asian (3) _____

Hispanic/Latino (4) _____

Native Hawaiian or Pacific Islander (5)

Native American/Alaska Native (6)

Other (7) _____

Q6 **Contractors/Consultants** Provide the **percentage (%) breakdown** by race/ethnicity of the contractors and consultants utilized by your department. These data are available through the Purchasing Department.

White (1) _____

Black (2) _____

Asian (3) _____

Hispanic/Latino (4) _____

Native Hawaiian or Pacific Islander (5)

Native American/Alaska Native (6)

Other (7) _____

Q7 What is your department's client base?

Q8 Does your department measure the race/ethnicity of the clients your department serves?

Yes (1)

No (2)

Q9 **Clients** Provide the **numerical breakdown (count)** by race/ethnicity of the clients your department serves.

- White (1) _____
 - Black (2) _____
 - Asian (3) _____
 - Hispanic/Latino (4) _____
 - Native Hawaiian or Pacific Islander (5)

 - Native American/Alaska Native (6)

 - Other (7) _____
-

Q10 **Clients** Provide the **percentage breakdown** by race/ethnicity of the clients your department serves.

- White (1) _____
 - Black (2) _____
 - Asian (3) _____
 - Hispanic/Latino (4) _____
 - Native Hawaiian or Pacific Islander (5)

 - Native American/Alaska Native (6)

 - Other (7) _____
-

Q11 Does your department collect data showing racial/ethnic disparities among the population you serve?

Yes (1)

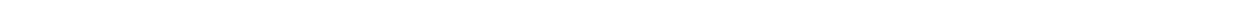
No (2)



Q12 Describe the data and the disparities.



Q13 Consider the identities that intersect with race/identity, including age, gender identity, sexual orientation, ability, and veteran status. Please list or link to any and all demographic information for these identities your department collects for staff, consultants, and clients.



Q14 What comes to mind when you compare the racial/ethnic breakdown of your staff, contractors, and consultants to the population your department serves and the City of Austin as a whole?

Q15 Does your department have strategies in place for ensuring racial/ethnic diversity of staff in recruitment and hiring processes?

- Yes (1)
- No (2)

Q16 Provide those strategies, and if applicable, include the venues and organizations where outreach occurs.

Q17 Think about and provide a few ideas for how your department can ensure racial/ethnic diversity of staff.

Q18 Does your department, on-board, orient, or train staff on critical issues related to equity and institutional racism?

- Yes (1)
- No (2)

Q19 List those training opportunities and how often they are provided.

Q20 How does your department measure the effectiveness of its trainings on equity and institutional racism?

Q21 What are your department's greatest equity priorities? If they have not yet been formally established, take time now to think about and identify what equity priorities are most important to your department and include them here.

Q22 How does your department ensure departmental policies, practices, and programs do not adversely impact communities of color?

Q23 Does your department measure the effectiveness of its efforts to improve racial equity?

Yes (1)

No (2)

Q24 Describe the methods of measurement used (e.g. surveys) and provide a few examples of measures you track (e.g. Increase outreach to X community by X%)

Q25 Think of a few ways you could measure the effectiveness of your efforts to improve racial equity and provide them here.

Q26 How is your department collaborating with other City departments to advance racial equity in Austin? Include WHO you are collaborating with and HOW those efforts advance racial equity.

End of Block: Section Four: Departmental Analysis

Start of Block: Section Five: Engagement

Q27 How does your department determine when to provide translation of public documents, policies, applications, notices, and at public meetings and hearings for persons with limited English proficiency?

Q28 How does your department determine when to make documents and meetings accessible for persons with visual or hearing impairments?

Q29 Check from the list below of the most common languages spoken in Austin (other than English) and list all other languages that were translated from English for persons with limited English proficiency and accommodations for individuals with visual or hearing impairments that were provided in the previous fiscal year.

- American Sign Language (1)
- Braille/audio accommodations for people with visual impairments (2)
- Spanish (3)
- Chinese (including Cantonese and Mandarin) (4)
- Vietnamese (5)
- Arabic (6)
- Hindi (7)
- Korean (8)
- French (9)
- Other (10) _____

Q30 Describe the process your department uses to verify the reading level of written materials and information on websites (public documents, policies, applications, notices, flyers, etc).

Q31 How does your department determine when to engage the community in its decision making processes, for example for the purpose of fact-finding, receiving public comments, and conducting inquiries?

Q32 What strategies does your department use to engage community members in its decision making processes?

Q33 How does your department notify the community about engagement opportunities?

Q34 Check from the list below the accommodations your department uses to ensure meaningful participation from community members.

- Food is provided (1)
- Evening and/or weekend options are available (2)
- Multiple engagement opportunities for the same issue are provided (3)
- Supervised children's activities are provided (4)
- American Sign Language (ASL) is provided (5)
- Translation or interpretation services are provided (6)
- Transportation is made available for community members with mobility issues (7)
- Location selected is accessible to target community(ies) (8)
- Other (9) _____

Q35 For each item checked in the previous question, describe how those accommodations are made so that community members may meaningfully participate in public meetings.

Q36 List and describe your department's community engagement events and activities in the previous fiscal year. Include all opportunities your department offered community members to provide input on programs, policies, and/or plans. For each item on the list, please list the event, date, description/purpose, and target audience. **Example:** Equity Action Team- Evaluation Committee Meeting, 03/24/2018, Purpose: Identify possible third-party evaluators for Equity Assessment Tool Pilot II

Q37 Does your department capture client satisfaction data on programs and services?

- Yes (1)
- No (2)

Q38 Is client satisfaction data broken down demographically (race, ethnicity, gender identity, sexual orientation, ability, religion, age, national origin, income level, zip code, etc)?

- Yes (1)
- No (2)

Q39 Describe how that client satisfaction is collected and provide an attachment of your most recent client satisfaction report, including demographic data, if available.

Q40 Does your department measure participation at these activities and events?

Yes (1)

No (2)

Q41 How many community members does your department engage annually?

Q42 What are the demographics of the community members you engage (including age, gender identity, sexual orientation, ability, veteran status each intersected with race/ ethnicity)?

Q43 What other strategies does your department employ to ensure accountability to communities of color in its planning process? Check all that apply.

- Improved Leadership Opportunities (1)
 - Advisory Committees (2)
 - Boards and Commissions (3)
 - Targeted Community Meetings (4)
 - Stakeholder Groups (5)
 - Focus Groups (6)
 - Increased or Targeted Outreach (7)
 - Providing Stipends (compensation) for participation (8)
 - Other (9) _____
-

Q44 Does your department collect feedback to evaluate the effectiveness of community engagement efforts?

- Yes (1)
 - No (2)
-

Q45 Describe how your department collects feedback to measure/evaluate the effectiveness of community engagement efforts.

Q46 What other opportunities does your department offer or encourage staff to participate in to understand the lived experiences of members of marginalized communities?

- Applying for/accessing your department's services (1)
- Participating in a simulated training experience (2)
- Focus groups with clients (3)
- Other (4) _____

End of Block: Section Five: Engagement

Start of Block: Section Six: Budget

Q47 Please attach a copy of your department's budget page(s).

Q48 What is your department's total budget (dollar amount) for the current fiscal year?

Q49 What percentage (%) is your department's budget in relation to the City's general fund budget?

Q50 Does your department receive grant funding that supports programs or services designed to advance racial equity?

Yes (1)

No (2)

Q51 In a few sentences describe your grant(s) and how it/they advances racial equity.

Q52 Does your budget include funding for any of the following items?

Capturing resident/client satisfaction with programs and/or services Expanding racial/ethnic diversity among staff hired in your department Training on equity and institutional racism Grant funding for programs or services that advance equity for communities of color Translation of public documents for persons with limited English proficiency Translation and interpretation services for persons with limited English proficiency at public meetings Services and accommodations for persons with visual or hearing impairments Making public documents the appropriate reading level for the intended audience Holding public meetings for the purpose to engage the community in the department's decision making processes Increasing the involvement of marginalized communities in your department's budget process

Yes (1)

No (2)

Q53 Include the dollar amount for each any of the following items in your budget.

- Capturing resident/client satisfaction with programs and/or services (1)

 - Expanding racial/ethnic diversity among staff hired in your department (2)

 - Training on equity and institutional racism (3)

 - Grant funding for programs or services that advance equity for communities of color (4)

 - Translation of public documents for persons with limited English proficiency (5)

 - Translation and interpretation services for persons with limited English proficiency at public meetings (6) _____
 - Services and accommodations for persons with visual or hearing impairments (7)
 - Making public documents the appropriate reading level for the intended audience (8)

 - Holding public meetings for the purpose to engage the community in the department's decision making processes (9) _____
 - Increasing the involvement of marginalized communities in your department's budget process (10) _____
-

Q54 Include the percentage (%) of your department's total budget for any of the following items in your budget.

- Capturing resident/client satisfaction with programs and/or services (1)

 - Expanding racial/ethnic diversity among staff hired in your department (2)

 - Training on equity and institutional racism (3)

 - Grant funding for programs or services that advance equity for communities of color (4)

 - Translation of public documents for persons with limited English proficiency (5)

 - Translation and interpretation services for persons with limited English proficiency at public meetings (6) _____
 - Services and accommodations for persons with visual or hearing impairments (7)
 - Making public documents the appropriate reading level for the intended audience (8)

 - Holding public meetings for the purpose to engage the community in the department's decision making processes (9) _____
 - Increasing the involvement of marginalized communities in your department's budget process (10) _____
-

Q55 Include the number of staff (temporary, contract, or FTE) dedicated to any of the following items in your budget.

- Capturing resident/client satisfaction with programs and/or services (1)

- Expanding racial/ethnic diversity among staff hired in your department (2)

- Training on equity and institutional racism (3)

- Grant funding for programs or services that advance equity for communities of color (4)

- Translation of public documents for persons with limited English proficiency (5)

- Translation and interpretation services for persons with limited English proficiency at public meetings (6) _____
- Services and accommodations for persons with visual or hearing impairments (7)
- Making public documents the appropriate reading level for the intended audience (8)

- Holding public meetings for the purpose to engage the community in the department's decision making processes (9) _____
- Increasing the involvement of marginalized communities in your department's budget process (10) _____

Q56 Considering your response to the previous questions regarding your department's equity priorities. How is the pursuit of racial equity reflected in your department's budget?

Q57 Think about and identify ways in which your department's budget may disproportionately benefit some communities over others.

Q58 Think about and identify ways your department's current base budget could be adjusted or realigned to advance racial equity in the next fiscal year.

Q59 Has your department involved internal and external stakeholders, including marginalized communities of color, in your department's budget process the previous fiscal year?

- Yes (1)
 - No (2)
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Q60 Think of a few ways you could introduce the perspectives and lived experiences of communities of color in your departments budget process for the coming fiscal year.

Q61 Think about and identify ways in which your department's budget may disproportionately burden or marginalize some communities over others.

Q62 Think about and describe an unmet need within your budget that inhibits your department's achievement of its greatest equity priorities, which you identified in Question 19 (Departmental Assessment Block).

End of Block: Section Six: Budget

Start of Block: Section Seven: Alignment with Strategic Direction 2023

Q63 The Austin City Council has adopted a Strategic Plan with the following outcome areas:

Economic Opportunity and Affordability: Having economic opportunities and resources that enable us to thrive in our community.

Mobility: Getting us where we want to go, when we want to get there, safely and cost-effectively.

Safety: Being safe in our home, at work, and in our community.

Health & Environment: Enjoying a sustainable environment and a healthy life, physically and mentally.

Culture and Lifelong Learning: Being enriched by Austin's unique civic, cultural, ethnic, and learning opportunities.

Government that Works: Believing that city government works effectively and collaboratively for all of us—that it is equitable, ethical and innovative.

Q64 Take some time to think about these priorities from a racial equity lens and indicate in the box below which of the six council priority areas your department is currently addressing, has plans to address, or does not have plans to address in the future.

	Currently addressing (1)	Plan to address in the future (2)	Do not plan to address (3)
Economic Opportunity & Affordability (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobility (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health & Environment (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture & Lifelong Learning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government that Works (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q65 List and Describe any indicators, metrics, or strategies your department is addressing in any of the 6 outcome areas.

- Economic Opportunity & Affordability (1) _____
- Mobility (2) _____
- Safety (3) _____
- Health & Environment (4) _____
- Culture & Lifelong Learning (5) _____
- Government that Works (6) _____

Q66 Provide one example of how your department is addressing, or plans to address, racial equity within one of the priority areas listed.

Q67 Describe where you see an unmet need in budgeting or planning, which if addressed, could allow your department to focus on improving racial equity in at least one of the priority areas listed.

Q68 Provide a list of department policies or practices you have identified after completing this assessment, which may unintentionally benefit, burden, or marginalize some racial/ethnic groups over others.

Q69 Please upload any relevant documents on your Department's Strategic Outcome Alignment

End of Block: Section Seven: Alignment with Strategic Direction 2023

Start of Block: Section Eight: End of Assessment

Q69 END OF SURVEY: Your answers are saved automatically, but **do not** click the forward button unless you are prepared to submit your responses.

End of Block: Section Eight: End of Assessment
