

Using Human Rights Assessments in Local Governance

A Toolkit for State and Local Human Rights and
Human Relations Commissions

Prepared by the Columbia Law School Human Rights Institute
for the International Association of Official Human Rights Agencies

UNDER THE AUSPICES OF
The Human Rights at Home Campaign
August 2014

ACKNOWLEDGMENTS

This Resource was prepared by Columbia Law School's Human Rights Institute (HRI), under the supervision of **JoAnn Kamuf Ward**, associate director of the Institute's Human Rights in the U.S. Project. **Naz Ahmad**, a student and teaching assistant in the Columbia Law School Human Rights Clinic, conducted extensive background research and interviews and assisted with the drafting. **Risa Kaufman**, executive director of HRI, provided critical feedback on the project. **Greta Moseson**, HRI's program manager, oversaw design and production. The Institute prepared this publication for the International Association of Official Human Rights Agencies (IAOHRA), under the auspices of the Human Rights at Home (HuRAH) Campaign.

We are grateful to the current and former state and local agency representatives who shared their experience and expertise with HRI during preparation of this report, including **Amy Ackerman**, Commissioner on the Status of Women, San Francisco Department on the Status of Women, **Kevin Finney**, Park Operations, City of Eugene, **Lindsey Foltz**, Equity and Human Rights Analyst, City of Eugene City Manager's Office, **Ann Lehman**, former Policy Director of the San Francisco Department on Status of Women, **Matt McRae**, Climate and Energy Analyst, City of Eugene, **Julie Nelson**, former Director, Seattle Office of Civil Rights, **Ken Neubeck**, Vice-Chair, City of Eugene Human Rights Commission, **Babe O'Sullivan**, Sustainability Liaison, Eugene Office of Sustainability, **Damon Isiah Turner**, Commissioner, Portland Human Rights Commission, **Matias Valenzuela**, Project Manager, Equity and Social Justice Inter-Branch Team, King County, WA.

HRI's Human Rights in the U.S. Project builds the capacity of state and local agencies and officials to incorporate a human rights framework into their daily work. Under the auspices of the HuRAH Campaign, HRI partners with, and develops resources for, state and local governments and chairs the Campaign's state and local government subcommittee.

TABLE OF CONTENTS

- INTRODUCTION 1**
- WHAT IS A HUMAN RIGHTS ASSESSMENT? 2**
 - FOUNDATIONAL HUMAN RIGHTS PRINCIPLES 2
 - CORE COMPONENTS OF A HUMAN RIGHTS ASSESSMENT 4
 - KEY CONSIDERATIONS IN A HUMAN RIGHTS ASSESSMENT 5
- HUMAN RIGHTS ASSESSMENTS IN ACTION 6**
- CONCLUSION 7**
- Appendix A: Human Rights Assessments Tools 8**
 - Portland, OR: Human Rights Impact Analysisi
 - King County, WA: King County Equity Impact Review Tool.....ii
 - Eugene, OR: Triple Bottom Line (Long Form)iii
 - Eugene, OR: Triple Bottom Line (Short Form)iv
 - San Francisco, CA: Gender Analysis Guidelines.....v
 - Seattle, WA: Racial Equity Toolkit.....vi
- Appendix B: Additional Resources 63**

INTRODUCTION

A growing number of city and county governments in the United States conduct equity and human rights assessments of local policy decisions, programs and budgets to foster more equitable outcomes. By focusing attention on how specific policies or practices may perpetuate or mitigate disparities, these tools can enhance government decision-making and promote equality.

The public and private sector use an array of impact assessments to measure actual or potential impacts through evidence-based analyses. Environmental impact assessments are prevalent, and in some cases, required by the federal Environmental Protection Agency. Health impact assessments are used to incorporate health considerations into decision-making in the areas of housing and transportation, among others.

Human rights assessments are unique because they reflect universal human rights principles, which aim to ensure that policies, programs and practices advance equality, dignity and opportunity. In addition, the human rights framework promotes community participation and government transparency and accountability. Government staff and officials who use these tools emphasize that applying a standard set of questions related to equality and human rights to budgets, policies and programs, and the process of gathering data to undertake the analysis, can lead to better outcomes and increase government responsiveness to communities.

In San Francisco, California, Eugene and Portland, Oregon and King County and Seattle, Washington, governments use an equity or human rights analysis tool in a broad range of policy areas to identify and eradicate inequalities, including on the basis of race, gender and economic status. Each jurisdiction defines the goals and process of their analysis differently, but together they offer a framework that can be modified for jurisdictions around the country.

Local governments outside of the United States also use human rights impact assessments. In the U.K., several local public bodies use Equality and Human Rights Impact Assessments to ensure compliance with the national Equality Act. These tools aim to eliminate unlawful discrimination and ensure equality of opportunity and positive community relations through the decision-making process. One city council in Scotland has published [guidance](#) on the use of such assessments. In Australia, [several cities](#) have created assessments to evaluate policies and ensure compliance with the Australian Charter of Human Rights and Responsibilities.

This Resource introduces human rights assessments and describes how local governments use them. It distills the basic components of a human rights assessment, including core human rights principles and considerations that should inform a human rights assessment. Concrete examples from the United States are included to demonstrate how these tools are used in practice. **Appendix A** includes the human rights and equity assessments currently in use in the U.S. **Appendix B** lists resources and reports for those interested in learning more.

WHAT IS A HUMAN RIGHTS ASSESSMENT?

Premised on the core human rights principles of dignity and equality for all, human rights assessments foster a deliberative approach to government decision-making, ensuring that government action advances equality and addresses discrimination in all its forms. Human rights assessments institutionalize an internal process that can, in turn, impact outcomes, helping to ensure that policies and programs reach intended beneficiaries effectively and efficiently. These tools can assist government efforts to proactively address the root causes of inequities and reach better outcomes.

Jurisdictions within the United States have adopted a variety of approaches to implementing these tools. Some focus on gender, some on race, and some on a broad range of characteristics. Indeed, human rights prohibit discrimination on the basis of gender, ethnicity, race, color, national origin, religion, age, sexual orientation, gender identity, economic status, language and disability, among other factors.

Seattle Racial Equity Toolkit	This toolkit is used across city departments to measure and remove racial disparities across the city and alleviate structural racism.
King County Equity Impact Review Tool	An analysis used by county employees to identify determinants of equity and measure proposed policies along those determinants.
Eugene Triple Bottom Line	City employees use the TBL to identify social equity, environmental, and economic effects of proposed decisions and budgets.
Portland Human Rights Impact Analysis	Developed and used by the Human Rights Commission, this tool measures potential disparities and human rights impacts, based on the Universal Declaration of Human Rights.
San Francisco Gender Analysis Guidelines	Used by city departments to measure how policies impact gender equity, based on the international human rights treaty prohibiting discrimination against women (CEDAW). The analysis focuses on budgets, employment and services.

FOUNDATIONAL HUMAN RIGHTS PRINCIPLES

Human rights are internationally accepted norms that recognize and promote **dignity, fairness and equality** for all people and **enable individuals to meet their basic needs**. Encompassing the full range of civil, political, social, economic and cultural rights, they include freedom from discrimination and the right to vote, as well as the right to housing, healthcare and social security. These rights are considered universal – they apply equally to all people by virtue of being born. The human rights framework is premised on the understanding that all rights are interconnected, and that to achieve dignity, equality and freedom from discrimination, government has the duty to protect, respect and fulfill the full range of rights.

The duty to respect human rights means that the government must not interfere with or curtail a person's enjoyment of rights. The duty to protect means that governments must protect individuals and groups against human rights violations by third parties. Fulfilling human rights means government has the duty to take action to realize a person's enjoyment of rights, including by creating conditions where all individuals can meet their basic needs. The full range of human rights is set forth in the [Universal Declaration of Human Rights \(UDHR\)](#), developed under the leadership of the United States, adopted by the United Nations in 1948, and the basis of the universal human rights treaties. The following principles are foundational to the human rights framework:

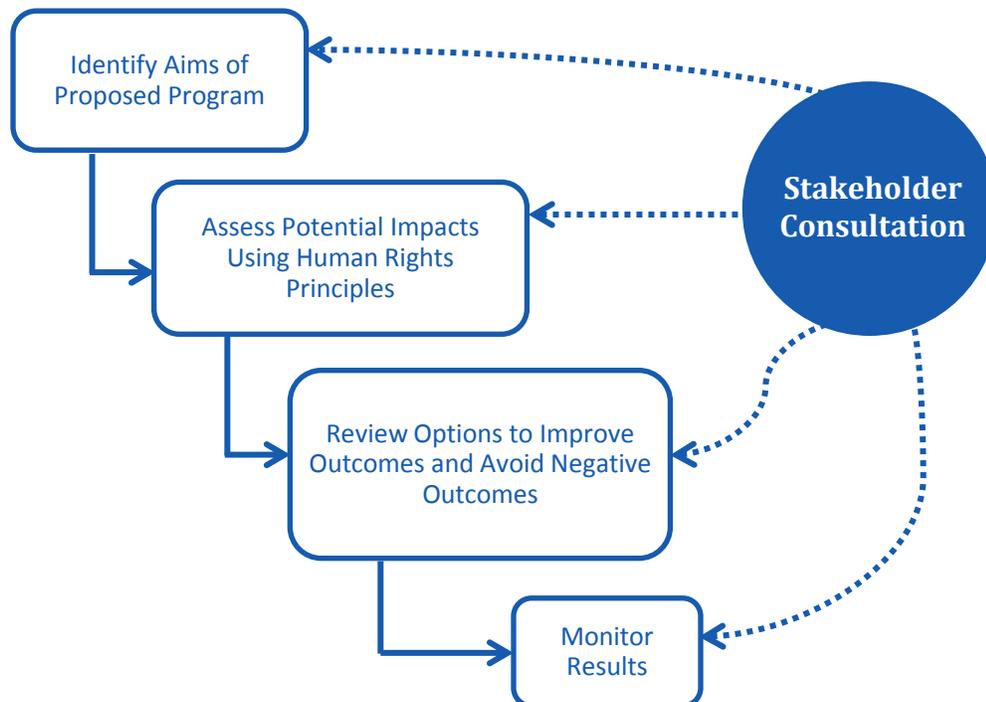
- **Non-Discrimination:** Human rights call on governments to identify and address discrimination in all its forms – regardless of intent. This includes policies that have a disparate impact or perpetuate discrimination unintentionally.
- **Equality:** Policies should aim to achieve equality in outcomes for all, regardless of economic, racial or gender status, ethnic origin, gender identity, sexual orientation, age, disability or other status. Policies and programs should proactively aim to achieve equal access and outcomes by addressing the unique barriers that different individuals have experienced as a result of their identity.
- **Participation:** All stakeholders should have a voice in making and evaluating law and policy, and governments should encourage and facilitate this.
- **Accountability & Transparency:** Communities must be advised of their rights, policy-making procedures and opportunities for intervention. Accountability also means that stakeholders have an avenue for redress should policies fail to respect their human rights.
- **Principle of “Progressive Realization”:** In the area of economic and social rights, such as adequate housing, governments must take steps to ensure basic needs are met for all in light of available resources, and should avoid rollbacks in services. This requires prioritizing resource expenditures to fulfill basic rights, with a particular focus on those most in need.

VALUE ADDED OF A HUMAN RIGHTS APPROACH TO DECISION-MAKING

- **Measure Impact:** Human rights standards can serve as benchmarks to measure the potential impact of existing and proposed policies and programs and help identify the barriers to reaching intended beneficiaries, and steps to overcome them.
- **Foster Equal Outcomes:** The human rights framework allows governments to develop a clearer picture of how policies may affect different communities to ensure that basic needs such as housing and education are met for all.
- **Focus on Prevention Rather than Redress:** Human rights assessments help governments estimate how policies impact marginalized groups and address structural causes of inequality through proactive measures.

CORE COMPONENTS OF A HUMAN RIGHTS ASSESSMENT

The human rights assessment tools used in the United States, and around the world, vary in complexity and content, but have several common core elements. They are used to analyze the possible positive and negative outcomes that proposed policies, budgets and programs may have on communities and inform recommendations for moving forward. Conducting a human rights analysis involves the **following steps**:



IDENTIFY AIMS: Identify the aims or goals of a proposed law, policy or practice.

ASSESS IMPACTS: Assess how the proposed law, policy or practice meets the identified goals in light of human rights indicators. Human rights indicators should be developed by relevant stakeholders and should take into account the core human rights principles of dignity, equality and non-discrimination, and the full range of substantive rights. Once indicators are in place, **gather data** and **analyze** how the proposed policy is likely to affect the enjoyment of human rights or address disparities in outcomes. As part of this assessment it is valuable to analyze how a given course of action, or inaction, removes or minimizes disadvantage, meets the basic needs of different groups and takes account of particular community needs. Fundamental considerations are whether a proposal improves access to basic services for any individuals or groups, eliminates existing disparities, and fosters equality and opportunity. These considerations can also help ensure that resources and infrastructure are allocated equitably.

REVIEW OPTIONS: After assessing possible impacts, **develop options** for improving outcomes and/or **mitigating potential negative impacts**, including determining whether any interference with human rights or disparate outcomes are necessary to ensure other rights. Provide **recommendations** for how to foster human rights compliance.

MONITOR: Track implementation and ensure compliance with human rights indicators in a transparent manner. **Disaggregated data** as well as stakeholder input can inform how programs are achieving intended results, as well as any changes that may be needed.

CONSULT: It is important to **engage both government actors and intended program beneficiaries** at every step of the assessment process. This can ensure buy-in within government, create a more complete picture of the impact of policies and programs and help to ensure they effectively achieve their aims.

KEY CONSIDERATIONS IN A HUMAN RIGHTS ASSESSMENT

Government actors and advocates with experience using human rights assessments have identified a number of factors that should be considered to both enhance the process of using a human rights assessment as well as its potential to effect positive outcomes. (**Appendix A** includes the full text of assessments in use in Eugene, King County, Portland, San Francisco and Seattle.) *This Resource does not address how governments should engage in data collection or analysis, given that the process will be influenced by unique factors such as available resources.*

- **Tailor Assessments to Meet Local Needs.** To be effective, a human rights tool must take into account the local context. Different jurisdictions may choose different aspects of the decision-making process to focus on, as well as different indicators to measure impacts and outcomes. Engaging the government actors who will use the tool in its design can help to ensure that it is appropriate and useful, and can increase stakeholder buy-in.
- **Obtain Disaggregated Data.** Data disaggregated by race, gender, age, disability and other factors provides a more complete picture of who is participating in, or being served by, government policies. Tracking and analyzing data can help identify trends and impacts and ensure that programs are reaching intended beneficiaries. Disaggregated data can also be used to assess impacts of policies within government, particularly in budgeting and employment. Such information is key to understanding whether certain groups or categories of employees are particularly affected by changes in spending or hiring in a given area.
- **Promote Meaningful Community Participation.** Broad and meaningful consultation at each stage of a human rights assessment can help to identify whether there is support or opposition for a project, and the reasons behind these positions. When devising a consultation plan, it is important to include key stakeholders and partners, including communities with specific interest, as well as vulnerable populations (e.g., youth, persons with disabilities, etc.). Likewise, it is important to consider the most effective avenues to communicate and share proposals. Meetings, surveys, roundtables, hearings, and web-based technology are all potential avenues to gain input. Outreach plans should account for culture, language and literacy, geography, accessibility, communication styles, and other potential barriers to effective engagement. Where potential barriers to participation or consultation exist, governments should identify strategies to alleviate them.
- **Assess Resource Strengths and Limitations.** In conducting a human rights assessment, governments must determine available resources and identify additional necessary support. These factors impact the feasibility of a certain course of action at any given time. Note that it is often resource-neutral to strengthen existing partnerships to enhance program reach.
- **Training.** Effective use of a human rights assessment requires training on human rights principles and how to conduct a human rights analysis. Jurisdictions may conduct a pilot study to implement the tool in one area or department as a way to understand (a) how it affects decision-making and (b) ways to refine it to make it user-friendly and effective. Training is also an important factor in the implementation of policies and programs subject to a human rights assessment. It is important to identify whether service provider training accounts for the needs of different communities. If not, it is important to consider what it would look like if it did and develop plans for greater inclusivity.

HUMAN RIGHTS ASSESSMENTS IN ACTION

A number of jurisdictions analyze proposed policies, decisions and budgets in light of the human rights principles outlined above in order to improve decision-making and outcomes. **The San Francisco Gender Analysis, Eugene Triple Bottom Line, and Portland Human Rights Impact Analysis** are based explicitly on human rights principles. San Francisco draws from the [Convention on Women's Rights \(CEDAW\)](#), while the Triple Bottom Line and Portland Impact Analysis are grounded firmly in the [Universal Declaration of Human Rights](#). **The King County Equity Impact Review Tool and Seattle Racial Equity Toolkit** are aligned with human rights principles found in the [Race Convention \(CERD\)](#).

Each of these initiatives also fosters accountability and participation. King County and Seattle have developed specific community engagement guides and have ongoing opportunities for participation. Portland has engaged in substantial consultations with non-governmental organizations and individual community members. San Francisco created a Task Force with city representatives and community members to develop gender analysis guidelines and review department outcomes.

PORTLAND

The Human Rights Commission of Portland uses its human rights impact analysis to inform recommendations to the Mayor and City Council. In 2010, at the Mayor's request, the Commission provided an assessment of the Uniting American Families Act of 2009. It offered support for the bill to the extent it furthered human rights by granting residency and citizenship opportunities to same-sex couples and further recommended that a provision making a potential exception to these protections be reviewed. In 2010 and 2011, the Commission engaged in broad public consultations as part of its analysis of whether Portland should rejoin the FBI's Joint Terrorism Taskforce. The Commission ultimately called on the city not to rejoin, citing a number of civil and human rights concerns, including limited accountability for local police and the potential disparate impact on Muslim communities based on past incidents of racial profiling. The City of Portland also has a broader equity initiative, which includes a 25 year strategic plan with concrete measures of success.

KING COUNTY

Based on an Equity Impact Review (EIR), the Public Health department of King County relocated a health center to the heart of a public housing development to improve access for low-income and ethnically diverse residents. In addition, the city developed a workshop "Juvenile Justice 101" that used a peer-support model to educate families whose children are in the juvenile system about the process and community resources. In 2012, they were able to reach about 600 people in the Somali community. Equity has also become a core consideration in Department of Transportation decisions to reduce or enhance public transit service. The EIR tool is just one aspect of how the county is using an equity lens in its work. In addition, county officials must submit information on how they have considered equity in all budget proposals.

SEATTLE

The Racial Equity Toolkit has been a means for the Office of Housing and the Human Services Department, involved in the Seattle's Ten-Year Plan to End Homelessness, to acknowledge racial inequity in homelessness, and to focus housing and shelter efforts on residents with the greatest housing needs. The Department of Information Technology uses the Toolkit to ensure that the impact on communities of color is considered in new technology projects and to improve online access in diverse neighborhoods. The Toolkit is a core component of the City's Race and Social Justice Initiative, which has many elements, including a community roundtable and extensive internal government trainings.

EUGENE

The Triple Bottom Line tool is used by city departments in Eugene, such as the Recreation Department to review budgets and minimize the impact of resource constraints on core services and accessibility. The City's Community Development Division used the tool to prioritize brownfield assessments. The Eugene Triple Bottom Line has a short and long form, so it can be adapted and applied to different projects depending on staff capacity and timing. Within City government, Eugene has sponsored a number of trainings to familiarize city staff with human rights. The Human Rights Commission has played a role in trainings and also facilitates community events and consultation.

SAN FRANCISCO

The use of the Gender Analysis Guidelines in San Francisco has helped address gender disparities in the provision of services and improvements in data collection. For example, the Department of Public Works (DPW) determined that the placement of street lighting could make women feel safer. As a result, DPW's new projects consider the impact of where streetlights are placed and how they can enhance safety for all. In addition, the Juvenile Probation Department created a "Girls Unit" in Juvenile Hall to provide gender specific, trauma-focused services for girls whose needs were not being met. As a result of its gender analysis, the Rent Stabilization Board recognized that data did not adequately show the race and gender of clients and the Board modified its evaluation form to include this information and facilitate a more thorough understanding of whether services were reaching diverse communities.

CONCLUSION

Using human rights as a baseline, governments place equality, dignity and opportunity at the center of decision-making. Human rights offer a unifying approach to tackle multifaceted issues, such as advancing equality for women, increasing affordable housing, ensuring equitable development, fostering safety in communities of color, and improving immigrant inclusion, among others. Recognizing the value of a proactive and preventive human rights-based approach, a number of local governments use human rights assessments. This Resource offers a snapshot of the value-added of this human rights-based approach. The examples included here are a starting point to inspire efforts to address discrimination, foster equality and improve policy outcomes in jurisdictions across the United States.

APPENDIX A: HUMAN RIGHTS ASSESSMENTS TOOLS

In **San Francisco, California, Eugene and Portland, Oregon** and **King County** and **Seattle, Washington** government agencies are using an equity or human rights analysis tool in a broad range of policy areas to identify and eradicate inequalities in a number of areas, including on the basis of race, gender, and economic status. This appendix contains the texts of the tools used in those jurisdictions.

- Portland, OR: Human Rights Impact Analysis
- King County, WA: King County Equity Impact Review Tool
- Eugene, OR: Triple Bottom Line (Long Form)
- Eugene, OR: Triple Bottom Line (Short Form)
- San Francisco, CA: Gender Analysis Guidelines
- Seattle, WA: Racial Equity Toolkit

Human Rights Impact Analysis (Portland, OR)



HUMAN RIGHTS IMPACT ANALYSIS

Suggestions on How to Use this Tool

1. **Title of policy/decision:** provide descriptive title of policy issue or decision
2. **Description of policy/decision:** provide brief summary of what the policy/decision intends to accomplish.
3. **Who is responsible for devising and implementing the policy?:** identify the policy making body or institution responsible for policy/decision.
4. **What are the demographics of the stakeholder groups affected by the policy/decision (gender, ethnicity, age, income status, English as a second language, etc)?** describe the demographic of communities most affected by policy/decision.
5. **Is there an intended or unintended disparate impact of the policy on any group? Yes No**
Determine whether the policy negatively impacts one group more than another. Identify impacts in greater detail on table below:

Group	Brief Description of Disparate Impacts
Gender	
Age	
Religion	
National Origin	
Income status	
Marital Status	
Dependent Status	
Disability	
Race/ Ethnicity	
Sexual Orientation	

6. **What other feedback, complaints, statistical surveys, research, reports, previous consultations or additional information have you utilized to screen the impact of this policy decision?** Identify what data is informing the analysis and recommendations.
7. **What evidence supports that the policy will further greater equality of opportunity?** Identify data or research. Site work in other cities if applicable.
8. **What evidence supports that the policy will improve community relations?** Identify data or research. Site work in other cities if applicable.
9. **What data will you collect to monitor the effects of the policy/decision on groups identified in question 5? How often will the data be reviewed?** If commission has a role in monitoring, identify mechanism for gathering data and monitoring impacts.

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Sources used to develop this tool: UNESCO http://www.humanrightsimpact.org/fileadmin/hria_resources/unesco_hria_paper.pdf
Equality and Human Rights Screening Template, Dept of Education, Northern Ireland

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<http://www.portlandonline.com/humanrelations/index.cfm?>

10. How does the policy/decision affect human rights? Check all that apply. The table below briefly lists the articles of the Universal Declaration of Human Rights to assist the Commission in applying a human rights lens to the analysis.

Universal Declaration of Human Rights Abbreviated Articles	Positive Impact	Negative Impact = human right violated or restricted	Neutral Impact
Article 1: Right to equality			
Article 2: Freedom from discrimination			
Article 3: Right to life, liberty and personal security			
Article 4: Freedom from slavery			
Article 5: Freedom from torture and degrading treatment			
Article 6: Right to recognition as a person before the law			
Article 7: Right to equality before the law			
Article 8: Right to remedy by competent tribunal			
Article 9: Freedom from arbitrary arrest and exile			
Article 10: Right to fair public hearing			
Article 11: Right to be considered innocent until proven guilty			
Article 12: Freedom from interference with privacy, family, home and correspondence			
Article 13: Right to free movement in and out of the country			
Article 14: Right to asylum in other countries from persecution			
Article 15: Right to a Nationality and the Freedom to change nationality			
Article 16: Right to marriage and/or right to a family			
Article 17: Right to own property			
Article 19: Freedom of opinion and information			
Article 20: Right of peaceful assembly and association			
Article 21: Right to participate in government and in free elections			
Article 22: Right to social security			
Article 23: Right to desirable work and to join trade unions			
Article 24: Right to rest and leisure			
Article 25: Right to adequate living standard			
Article 26: Right to education			
Article 27: Right to participate in the cultural life of community			
Article 28: Right to a social order that articulates this document			
Article 29: Community duties essential to free and full development			
Article 30: Freedom from state or personal interference in above rights			

11. Provide an explanation for the policy’s negative impact on human rights. Explain any of the impacts identified in the table above.

12. Summary of staff recommendations to Human Rights Commission. Staff can offer recommendations to the Commission. Suggestions might include drafting a position paper, recommendations, letters to local, state or federal legislators, or forming ad-hoc committees to work the issue further. The Commission can consider these recommendations, add to these or amend them.

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Sources used to develop this tool: UNESCO http://www.humanrightsimpact.org/fileadmin/hria_resources/unesco_hria_paper.pdf
Equality and Human Rights Screening Template, Dept of Education, Northern Ireland

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Equity Impact Review Tool 4 (King County, WA)

KING COUNTY EQUITY IMPACT REVIEW TOOL

REVISED OCTOBER 2010

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Introduction

Through adoption of the *King County Strategic Plan 2010-2014: Working Together for One King County*, King County has transformed its work on equity and social justice from an initiative to an integrated effort that applies the countywide strategic plan's principle of "fair and just" intentionally in all the county does in order to achieve equitable opportunities for all people and communities.

The *Equity and Social Justice Ordinance* establishes definitions and identifies specific approaches necessary to implement and achieve the "fair and just" principle. The ordinance calls for King County to "consider equity and social justice impacts in all decision-making so that decisions increase fairness and opportunity for all people, particularly for people of color, low-income communities and people with limited English proficiency or, when decisions that have a negative impact on fairness and opportunity are unavoidable, steps are implemented that mitigate the negative impact."

The Equity Impact Review (EIR) tool is both a process and a tool to identify, evaluate, and communicate the potential impact - both positive and negative - of a policy or program on equity. Relevant definitions from the Equity and Social Justice Ordinance include:

"Equity" means all people have full and equal access to opportunities that enable them to attain their full potential.

"Community" means a group of people who share some or all of the following: geographic boundaries, sense of membership, culture, language, common norms and interests.

"Determinants of equity" means the social, economic, geographic, political and physical environment conditions in which people in our county are born, grow, live, work and age that lead to the creation of a fair and just society. Access to the determinants of equity is necessary to have equity for all people regardless of race, class, gender or language spoken. Inequities are created when barriers exist that prevent individuals and communities from accessing these conditions and reaching their full potential.

This tool, which consists of 3 Stages, will offer a systematic way of gathering information to inform planning and decision-making about public policies and programs which impact equity in King County. The 3 Stages are as follows:

- Stage I What is the impact of the proposal on determinants of equity?**
The aim of the first stage is to determine whether the proposal will have an impact on equity or not.
- Stage II Assessment: Who is affected?**
This stage identifies who is likely to be affected by the proposal.
- Stage III Impact review: Opportunities for action**
The third stage involves identifying the impacts of the proposal from an equity perspective. The goal is to develop a list of likely impacts and actions to ensure that negative impacts are mitigated and positive impacts are enhanced.

Stage I: What is the impact on determinants of equity?

The aim of this stage is to screen whether the policy or program will have an impact on equity. If the proposal does not focus on a determinant of equity do not proceed to the other stages.

Policy or program title:

Department and/or division:

A. Describe the proposal (include objectives and general geographic area of focus)

B. What are the intended outcomes of this policy or program?

Stage I: What is the impact on determinants of equity? (continued)

Stage One lists determinants of equity that may be affected by the proposed program/policy that you are considering.

Review this list and circle the determinants of equity that apply to your policy or program. *If your answer is none, then you are done.*

Equity in county practices that eliminates all forms of discrimination in county activities in order to provide fair treatment for all employees, contractors, clients, community partners, residents and others who interact with King County;

Job training and jobs that provide all residents with the knowledge and skills to compete in a diverse workforce and with the ability to make sufficient income for the purchase of basic necessities to support them and their families;

Community economic development that supports local ownership of assets, including homes and businesses, and assures fair access for all to business development and retention opportunities;

Housing for all people that is safe, affordable, high quality and healthy;

Education that is high quality and culturally appropriate and allows each student to reach his or her full learning and career potential;

Early childhood development that supports nurturing relationships, high-quality affordable child care and early learning opportunities that promote optimal early childhood development and school readiness for all children;

Healthy built and natural environments for all people that include mixes of land use that support: jobs, housing, amenities and services; trees and forest canopy; clean air, water, soil and sediment

Community and public safety that includes services such as fire, police, emergency medical services and code enforcement that are responsive to all residents so that everyone feels safe to live, work and play in any neighborhood of King County;

A law and justice system that provides equitable access and fair treatment for all;

Neighborhoods that support all communities and individuals through strong social networks, trust among neighbors and the ability to work together to achieve common goals that improve the quality of life for everyone in the neighborhood;

Transportation that provides everyone with safe, efficient, affordable, convenient and reliable mobility options including public transit, walking, car pooling and biking.

Food systems that support local food production and provide access to affordable, healthy, and culturally appropriate foods for all people;

Parks and natural resources that provide access for all people to safe, clean and quality outdoor spaces, facilities and activities that appeal to the interests of all communities; and

Health and human services that are high quality, affordable and culturally appropriate and support the optimal well-being of all people;

Proceed to Stage II

STAGE II: Who is affected?

This stage identifies who is likely to be affected by the proposal. Use data to identify the population groups that will experience a differential impact. Are the impacts disproportionately greater for communities of color, low-income communities, or limited English proficiency (LEP) communities? At the end of this stage you will be able to identify which communities will benefit and which communities are burdened.

RESOURCES

The following resources can help you determine who may be impacted throughout the county.

- King County 2000 Census data <<http://www5.kingcounty.gov/KCCensus>>
- GIS maps in public folders <Public folders → Executive → Equity → Resources → ESJI Maps>
- Department or division specific data
- Data on clients or consumers of services
- Data on community partners or contractors who provide services (they may also be a source of data)
- Relevant research or literature

Stage II – A. Equity Assessment (provide a map and a detailed description using tables, charts or graphs for each item):

Is your proposal (please check one of the following):

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> A county-wide proposal | <i>If yes: Go to S.II.A.1</i> |
| <input type="checkbox"/> A proposal focused on a specific geographic area | <i>If yes: Go to S.II.A.2</i> |
| <input type="checkbox"/> A capital project | <i>If yes: Go to S.II.A.3</i> |
| <input type="checkbox"/> A proposal focused on a special population | <i>If yes: Go to S.II.A.4</i> |
| <input type="checkbox"/> An internal county proposal | <i>If yes: Go to S.II.A.5</i> |

S.II.A.1. IF COUNTY-WIDE PROPOSALS: identify population characteristics and maps relevant to the population most directly affected (attach maps or other data as necessary).

[When S.II.A.1 is complete, proceed to S.II.B.1]

S.II.A.2. IF SPECIFIC GEOGRAPHIC REGION(S): identify the demographics of the area, particularly by race/ethnicity, income level and limited English proficiency (attach maps or other data as necessary).

[When S.II.A.2 is complete, proceed to S.II.B.2]

S.II.A.3. IF CAPITAL PROJECT: identify both population characteristics and maps relevant to the entire County as well as geographic areas or specific populations that are specifically targeted in this proposal (attach maps or other data as necessary).

[When S.II.A.3 is complete, proceed to S.II.B.3]

S.II.A.4. IF SPECIAL POPULATION(S) (not defined geographically): identify the demographics of the population, particularly by race/ethnicity, income level and limited English proficiency (attach maps or other data as necessary).

[When S.II.A.4 is complete, proceed to S.II.B.1]

S.II.A.5. IF INTERNAL COUNTY PROPOSAL: identify the demographics of the department, division, or area of focus for the proposal, particularly by race/ethnicity and income level as the data is available.

[When S.II.A.4 is complete, proceed to S.II.B.1]

Stage II – B. Analysis

Using the assessment information above, review and interpret your findings to determine which population group(s) will benefit and which will not.

S.II.B.1. Please list race/ethnicity and low income groups positively or negatively affected by the proposal. (These are the groups identified above in responses to SII.A.1, 2, 3, or 4)

S.II.B.2. *If the proposal is not county-wide*, provide information for why you selected this geographic area instead of other areas of the County where the impact on low-income communities, communities of color, and LEP communities may be equal or greater.

S.II.B.3. *For capital projects*, will this project have a negative or positive impact on the surrounding community or increase the current burdens to that community? (YES or No) If yes, please describe.

Proceed to Stage III

Stage III: Impact Review: Opportunities for Action

A. Actions to mitigate/enhance negative/positive impact

Stage III.A involves identifying the impacts of the proposal from an equity perspective. The goal is to develop a list of likely impacts and actions to ensure that negative impacts are mitigated and positive impacts are enhanced.

Complete Column 1 of the Stage III.A worksheet using the responses listed in Stage II.B.1. Columns 2 and 3 are a detailed discussion of the positive and negative impacts of the proposal on the identified population groups by race/ethnicity, income and limited English speakers. In Column 4, describe any recommendations or actions which arise from your discussions about impact. These might include:

- Ways in which the program/policy could be modified to enhance positive impacts, to reduce negative impacts for identified population groups;
- Ways in which benefits of modifying program/policy to remove differential impacts outweigh the costs or disadvantages of doing so;
- Ways in which existing partnerships could be strengthened to benefit the most affected.

STAGE III.A. WORKSHEET

(1) Population(s) Affected Disproportionately <small>(populations from S.II.B.1 list)</small>	(2) Describe Potential Positive Impact (Beneficial)	(3) Describe Potential Negative Impact (Adverse)	(4) Actions to enhance positive or mitigate negative/other comments <small>(these responses also complete the first column of S.III.B worksheet)</small>

Proceed to Stage III.B

Stage III.B: Prioritization of Actions

The goal of this stage is to prioritize the actions that are needed to enhance or mitigate the impacts.

It may prove impossible to consider all potential impacts and identified actions. In this stage, participants are encouraged to prioritize or rank the actions based on the likelihood to impact equity. For each of the actions the following should be considered:

- the costs of the action
- is the impact on equity high or low
- what needs to happen to increase the feasibility of the action
- what other resources are needed
- who will implement the action
- the timing of the actions

Proceed to Stage III.C

Stage III.C: Recommendation(s) and Rationale

The goal of Stage III.C is to propose set of recommendations for modifying the proposal. When modifications are not possible, the option of not proceeding with the proposal needs to be addressed.

Occasionally, it is possible to find a single, clear solution which will provide the optimum impact. However, in most cases a series of options will be defined and presented. Recommendations should be prioritized as appropriate.

S.III.C.1. Based on your review of actions in Stage III.B, please list your recommendations for the policy/program and why you chose them. Please describe the next steps for implementation.

S.III.C.2. Who participated in the equity impact review process?

Triple Bottom Line Tool – Long Form (Eugene, OR)

City of Eugene TRIPLE BOTTOM LINE ANALYSIS TOOL (TBL) July 09



Creating a sustainable community

The City Vision:

- *Value all people, encouraging respect and appreciation for diversity, equity, justice, and social well-being. We recognize and appreciate our differences and embrace our common humanity as the source of our strength;*
- *Be responsible stewards of our physical assets and natural resources. We will sustain our clean air and water, beautiful parks and open space, livable and safe neighborhoods, and foster a vibrant downtown, including a stable infrastructure;*
- *Encourage a strong, sustainable and vibrant economy, fully utilizing our educational and cultural assets, so that every person has an opportunity to achieve financial security.*

How to use the tool

The TBL tool is designed to inform a deeper understanding of how policy and program choices will affect the social equity, environmental health and economic prosperity of the community. To facilitate a close and deliberate look at those effects, the tool should be used in the following circumstances:

- When formulating a recommendation to the City Council about a policy, program, proposal or initiative in an Agenda Item Summary (AIS). Use this tool to inform the development of the proposal and then summarize the analysis in the AIS.
- To aid in program reviews.
- To help guide service improvements.
- To evaluate the effects of significant budget changes.

The TBL tool does not dictate a particular course of action; rather, the analysis provides policy makers and staff with a greater awareness of some of the trade-offs, benefits and consequences associated with a proposal, leading to more mindful decision-making.

Brief description of proposal

Please provide a brief description of your proposal – 100 words or less

-

Staff lead(s):

Please note staff name, position/division and phone number

-

NOTE: Reference documents - The TBL Tool will include links to relevant City policies and plans.

Social Equity

Described as: Placing priority upon protecting, respecting, and fulfilling the full range of universal human rights, including civil, political, social, economic, and cultural rights. Providing adequate access to employment, food, housing, clothing, recreational opportunities, a safe and healthy environment and social services. Eliminating systemic barriers to equitable treatment and inclusion, and accommodating to differences among people. Emphasizing justice, impartiality, and equal opportunity for all.

Goal/outcome: It is our priority to support an equitable and adequate social system with access to employment, food, housing, clothing, education, recreational opportunities, a safe and healthy environment and social services, as well as to provide equal access to services and avoid negative impact for all people regardless of age, economic status, ability, immigration or citizenship status, race/ethnicity, gender, relationship status, religion, or sexual orientation. Equal opportunities for all people are sought. A community in which basic human rights is addressed, basic human needs are met, and all people have access to tools and resources to develop their capacity. This tool will help identify how the proposal affects community members and if there is a difference in how the decisions affect one or more social groups in the community. Areas of consideration in creating a vibrant socially equitable Eugene are: basic needs, inclusion, community safety, culture neighborhoods, and advancing social equity.

Analysis prompts

- *The prompts below are examples of the issues that need to be addressed. **They are not a check list.** Not all of the prompts and issues will be relevant for any one project. Issues not covered by these prompts may be very pertinent to a proposal- please include them in the analysis*
- *Is this proposal affected by any current policy, procedure or action plan? Has advice been sought from organizations that have a high level of expertise, or may be significantly affected by this proposal?*

Analysis/discussion

1. Meeting Basic Human Needs

- How does the proposal impact access to food, shelter, employment, health care, educational and recreational opportunities, a safe and healthy living environment or social services?
- Does this proposal affect the physical or mental health of individuals, or the status of public health in our community?
- How does this proposal contribute to helping people achieve and maintain an adequate standard of living, including housing, or food affordability, employment opportunities, healthy families, or other resiliency factors?

<p>2. Addressing Inequities and being Inclusive</p> <ul style="list-style-type: none"> • Are there any inequities to specific groups of people in this proposal, if so how will they be addressed? • Does this proposal meet the standards of the American's with Disabilities Act? • How does this proposal support the participation, growth and healthy development of our youth? Does it include Developmental Assets? • If the proposal affects a vulnerable section of our community (i.e. youth, persons with disabilities, etc.) has their voice been heard in this proposal? • Does this proposal take into account language or cultural barriers? • If public comment is sought during development or implementation of this proposal what steps will be taken to include a wide variety of people (including disabled, non-English speakers, illiterate, working, etc)? 	
<p>3. Insuring Community Safety</p> <ul style="list-style-type: none"> • How does this proposal address the specific safety and personal security needs of groups within the community, including women, people with disabilities, seniors, minorities, religious groups, children, immigrants, workers and others? • How does this proposal include crime prevention strategies, including environmental design? • Does this proposal affect civil rights? 	
<p>4. Culture</p> <ul style="list-style-type: none"> • Is this proposal culturally appropriate and how does this proposal affirm or deny the cultures of diverse communities? • How does this proposal create opportunities for artistic expression, cultural celebration or education of a cultural exchange? 	

<p>5. Addressing the Needs of Neighborhoods</p> <ul style="list-style-type: none"> • How does this proposal impact specific Eugene neighborhoods? • How are community members, stakeholders and interested parties provided with opportunities for meaningful participation in the decision making process of this proposal? • How does this proposal enhance neighborhoods and stakeholders' sense of commitment and stewardship to our community? 				
<p>6. Building Capacity to Advance Social Equity</p> <ul style="list-style-type: none"> • What plans have been made to communicate about and share the activities and impacts of this proposal within the City organization and/or the community? • How does this proposal strengthen collaboration and cooperation between the City organization and community members? 				
<p>Social Equity summary</p>				
<p>Overall, the effect of this proposal on social equity would be:</p>	<p>Choose an o^{the}</p>			

<p>Environmental Health Described as: Healthy, resilient ecosystems, clean air, water, and land. Decreased pollution and waste, low carbon emissions that contribute to climate change, lower fossil fuel use, decreased or no toxic product use. Prevents pollution, reduces use, promotes reuses, recycles natural resources.</p> <p>Goal/outcome: Protect, preserve, and restore the natural environment to ensure long-term maintenance of ecosystem functions necessary for support of future generations of all species. Reduce the adverse environmental impacts of all activities, continually review all activities to identify and implement strategies to prevent pollution; reduce energy consumption and increase energy efficiency; conserve water; reduce consumption and waste of natural resources; reuse, recycle and purchase recycled content products; reduce reliance on non-renewable resources.</p>	
<p>Analysis prompts</p> <ul style="list-style-type: none"> • <i>The prompts below are examples of the issues that need to be addressed. They are not a check list. Not all of the prompts and issues will be relevant for any one project. Issues not covered by these prompts may be very pertinent to a proposal- please include them in the analysis</i> • <i>Is this proposal affected by any current policy, procedure or action plan? Has advice been sought from organizations that have a high level of expertise, or may be significantly affected by this proposal?</i> 	<p>Brief analysis/discussion</p>
<p>1. Environmental Impact</p> <ul style="list-style-type: none"> • Does this proposal affect ecosystem functions or processes related to land, water, or air? • Will this proposal generate data or knowledge related to the use of resources? • Will this proposal promote or support education in prevention of pollution, and effective practices for reducing, reusing, and recycling of natural resources? • Does this proposal require or promote the continuous improvement of the environmental performance of the City organization or community? • Will this proposal affect the visual/landscape or aesthetic elements of the community? 	
<p>2. Climate change</p> <ul style="list-style-type: none"> • Does this proposal directly generate or require the generation of greenhouse gases (such as through electricity consumption or transportation)? • How does this proposal align with the internal carbon 	

<p>neutral by 2020 goal adopted by the City Council?</p> <ul style="list-style-type: none"> • Will this proposal, or ongoing operations result in an increase or decrease in greenhouse gas emissions? • How does this proposal affect the community's efforts to reduce greenhouse gas emissions or otherwise mitigate adverse climate change activities? 	
<p>3. Protect, preserve, restore</p> <ul style="list-style-type: none"> • Does this proposal result in the development or modification of land resources or ecosystem functions? • Does this proposal align itself with policies and procedures related to the preservation or restoration of natural habitat, greenways, protected wetlands, migratory pathways, or the urban growth boundary • How does this proposal serve to protect, preserve, or restore important ecological functions or processes? 	
<p>4. Pollution prevention</p> <ul style="list-style-type: none"> • Does this proposal generate, or cause to be generated, waste products that can contaminate the environment? • Does this proposal require or promote pollution prevention through choice of materials, chemicals, operational practices and/or engineering controls? • Does this proposal require or promote prevention of pollution from toxic substances or other pollutants regulated by the state or federal government? • Will this proposal create significant amounts of waste or pollution? 	
<p>5. Rethink, replace, reduce, reuse, recirculate/recycle</p> <ul style="list-style-type: none"> • Does this proposal prioritize the rethinking of the materials or goods needed, reduction of resource or materials use, reuse of current natural resources or materials or energy products, or result in byproducts that are recyclable or can be re-circulated? 	

6. Emphasize local

- Does this proposal emphasize use of local materials, vendors, and or services to reduce resources and environmental impact of producing and transporting proposed goods and materials?
- Will the proposal cause adverse environmental effects somewhere other than the place where the action will take place?

Environmental Health summary

Overall, the effect of this proposal on environmental health would be:

Choose Somewhat Negative

Neutral

Somewhat Positive

Positive

<p>Economic prosperity Described as: Support of healthy local economy with new jobs, businesses, and economic opportunities; focus on development of a diverse economy, enhanced sustainable practices for existing businesses, green and clean technology jobs, creation or retention of family waged jobs.</p> <p>Goal/ outcome: A stable, diverse and equitable economy; support of business development opportunities.</p>	
<p>Analysis prompts</p> <ul style="list-style-type: none"> • <i>The prompts below are examples of the issues that need to be addressed. They are not a check list. Not all of the prompts and issues will be relevant for any one project. Issues not covered by these prompts may be very pertinent to a proposal- please include them in the analysis</i> • <i>Is this proposal affected by any current policy, procedure or action plan? Has advice been sought from organizations that have a high level of expertise, or may be significantly affected by this proposal?</i> 	<p>Analysis/discussion</p>
<p>1. Infrastructure and government</p> <ul style="list-style-type: none"> • How will this proposal benefit the local economy? • If this proposal is an investment in infrastructure is it designed and will it be managed to optimize the use of resources including operating in a fossil fuel constrained society? • Can the proposal be funded partially or fully by grants, user fees or charges, staged development, or partnering with another agency? • How will the proposal impact business growth or operations (ability to complete desired project or remain in operation), such as access to needed permits, infrastructure and capital? 	
<p>2. Employment and training</p> <ul style="list-style-type: none"> • What are the impacts of this proposal on job creation within Lane County? • Are apprenticeships, volunteer or intern opportunities available? • How will this proposal enhance the skills of the local workforce? 	

<p>3. Diversified and innovative economy</p> <ul style="list-style-type: none"> • How does this proposal support innovative or entrepreneurial activity? • Will “clean technology” or “green” jobs be created in this proposal? • How will the proposal impact start-up or existing businesses or development projects? 				
<p>4. Support or develop sustainable businesses</p> <ul style="list-style-type: none"> • What percentage of this proposal budget is for local services or products? Identify for Lane County and State of Oregon. • Will this proposal enhance the tools available to businesses to incorporate more sustainable practices in operations and products? • Are there opportunities to profile sustainable and socially responsible leadership of local businesses or educate businesses on triple bottom line practices? 				
<p>5. Relevance to local economic development strategy</p> <ul style="list-style-type: none"> • (as determined after the Economic Development Summit scheduled for October 09) 				
<p>Economic Prosperity summary</p>				
<p>Overall, the effect of this proposal on economic prosperity would be:</p>	<p>Choose an <small>ewhat ative</small></p>	<p>Neutral</p>	<p>Somewhat Positive</p>	<p>Positive</p>

Proposal triple bottom line analysis summary

To add: graphic showing summary social, environmental and economic effects of the proposal

Triple Bottom Line Tool – Short Form (Eugene, OR)

Triple Bottom Line Tool - short form

Proposals: [Scoring: + Positive overall 0 Neutral overall < Negative overall]	Environmental Health: How would this proposal affect environmental health and our ability to effectively address climate change?	Economic Prosperity: How would this proposal affect the local economy and what are its costs to the community, now and over the long term? How does the proposal support responsible stewardship of public resources?	Social Equity: How would this proposal affect community relationships, effective government, social justice and overall livability? Does the proposal account for differing impacts on community members (vulnerable populations, specific neighborhoods, distinct groups, other)?	Notes: Is special leadership required? Are risks manageable? Have organizational impacts and connections been considered?
Your text goes here	+	0	<	Etc., etc.

Note: This tool is intended to support quick triple bottom line analyses and may be appropriate for preliminary studies, scoping efforts, and as a screen for highlighting and describing potential impacts. For in-depth analyses, refer to the detailed TBL tool.

Gender Analysis Guidelines (San Francisco, CA)

Gender Analysis Guidelines

July 2008

CONTENTS

- I. WHAT IS GENDER ANALYSIS?
- II. CONTEXT FOR GENDER ANALYSIS?
- III. CONDUCTING A GENDER ANALYSIS
- IV. APPENDICES
 - A. DATA COLLECTION QUESTIONS
 - B. EXAMINATION QUESTIONS
 - C. EXCERPT FROM THE SAN FRANCISCO WOMEN'S HUMAN RIGHTS ORDINANCE (CEDAW) CHAPTER 12K

Revised by:

Ann Lehman, City and County of San Francisco Department on the Status of Women
Anu Menon, City and County of San Francisco Department on the Status of Women

I. WHAT IS GENDER ANALYSIS?

Gender analysis is concerned with examining public policies and their outcomes through a gender lens. It focuses on the differences in women's and men's lives, including those which lead to social and economic inequity for women, and applies this understanding to public policy development, service delivery, workforce issues, and budget allocations in an effort to achieve gender parity.

Gender analysis is similar to strategic planning but with a gender focus. It highlights best practices to be encouraged or replicated and makes recommendations to address areas in need of improvement. Gender analysis also recognizes that women's lives are not all the same; the interests that women have in common may be determined as much by their social position or their ethnic identity as by the fact they are women. Thus, different strategies may be necessary to achieve equitable outcomes for women and men and among different groups of women.

Gender is a term that encompasses the roles, attitudes, and values assigned by culture and society to women and men. These roles, attitudes, and values define the behaviors of women and men and the relationship between them. They are created and maintained by social institutions such as governments, communities, schools, and the media. Because of perceived gender differences and stereotypes, certain roles, traits, and characteristics are assigned or ascribed distinctly and strictly to women or to men. The significance of the difference between sex and gender is the understanding that the lives and experiences of women and men occur within complex sets of differing social and cultural expectations and thus may require different public policies to achieve gender equity.

II. CONTEXT FOR GENDER ANALYSIS?

A) Introduction

Gender analysis is similar to strategic planning but with a gender focus. The concept of gender analysis arose from the need to mainstream women's interests while at the same time realizing that women's needs were better understood when viewed in relation to men's needs and roles and to their social, cultural, political, and economic context. Gender analysis highlights best practices to be encouraged or replicated and makes recommendations to address areas in need of improvement. Gender analysis also recognizes that women's and men's lives are not all the same; the interests that women have in common and that men have in common may be determined as much by their social position or their ethnic identity as by the fact they are women and men. Thus, different strategies may be necessary to achieve equitable outcomes depending on the groups involved.

Gender analysis is concerned with examining public policies and their outcomes through a gender lens. It focuses on the differences in women's and men's lives, including those which lead to social and economic differences, and applies this understanding to public policy development, service delivery, workforce issues, and budget allocations in an effort to achieve gender parity.

B) Background and History

The gender analysis methodology arose from a ground-breaking human rights approach adopted in 1998 when the City and County of San Francisco enacted a local ordinance reflecting the principles of the **United Nations Convention on the Elimination of All Forms of Discrimination**

Against Women (CEDAW). [1] CEDAW is also known as the Women’s Human Rights Treaty. This treaty is an international bill of rights for women mandating the protection of human rights and fundamental freedoms for women and girls in the political, economic, social, cultural, civil, and legal spheres. In addition, the Women’s Human Rights Treaty formally recognizes that culture, tradition, and differences in life experiences determine how decisions are made, thereby resulting in the social, economic, and political inequities affecting women and girls throughout our society.

Human rights focus on the respect and dignity of each person, taking a holistic approach to each person’s identity as a woman, minority, parent, person with a disability or other characteristics. The Women’s Human Rights Treaty and San Francisco’s Women’s Human Rights Ordinance have a broad definition of discrimination to protect human rights. The Treaty defines discrimination against women as any “distinction, exclusion, or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.” [2] Unlike many discrimination laws that are based on complaints of or reaction to discrimination, conducting a gender analysis is a pro-active way to deal with discrimination against women through a data and research-based process.

By promoting general accountability built on measurable standards, this framework and gender analysis tool constitute an innovative approach to ensuring the human rights of women and girls. The San Francisco Women’s Human Rights Ordinance requires the use of gender analysis as a preventive tool to identify discrimination and, if identified, to remedy that discrimination. The gender analysis guidelines are based on the view that critical self-examination is essential for any long-term change. The analysis looks for trends or patterns according to gender, race and other identities. A trend may include an analysis of who is being served, hired, receiving funds, hindered, or helped.

The guidelines provide a framework to document and address the differential impact of **budget allocations, services and programs**, and **employment policies** on women and men by gathering quantifiable information and data, examining the data, and then recommending what, if any, practices and policies should change to promote gender equity. [3] The ultimate aim is not to produce a report, but to look at the trends that emerged from the disaggregated data and put into motion a process that encourages and institutionalizes new ways of thinking about gender equitable resource allocation, programs and services, and employment.

The Women’s Human Rights Ordinance encourages the utilization of gender analysis as a tool to understand gender gaps and create gender equitable policies and programs. Conducting a gender analysis is a pro-active way to deal with discrimination through a data and research-based process.

C) Sex vs. Gender

When conducting a gender analysis, it is important to note the difference between a person’s sex and a person’s gender. *Sex* is the biological difference between women and men. These biological differences are universal and determined at birth. *Gender* is a term that encompasses the roles and responsibilities of women and men that are created in families, social institutions, and cultures. Because of perceived gender differences and stereotypes, certain roles, traits, and characteristics are assigned or ascribed distinctly and strictly to women or to men. These roles, attitudes, and values define the behaviors of women and men and the relationships between them.

Gender stereotyping starts at an early age. The Mother Goose rhyme, “What are little boys made of? Snips and snails, and puppy-dogs’ tails..What are little girls made of? Sugar and spice, and everything nice,” sums up perceived gender differences and demonstrates how ingrained these images are. Gender segregation in the work world and unequal pay [4], often the result of gender stereotypes, is alive and well, and gender analysis attempts to overcome these deeply ingrained stereotypes to give both genders equal opportunities.

Being conscious of the difference between sex and gender is significant because perceived gender differences and stereotypes impact the creation, promotion, and success of programs and policies. The lives and experiences of women and men occur within complex sets of differing social and cultural expectations and thus may require different public policies to achieve gender equality.

D) Gender Equality vs. Gender Equity

It is also important to understand the difference between gender equity and gender equality. The terms are often used interchangeably, but they are not one and the same. Gender *equality* means that women and men enjoy the same status and conditions and have equal opportunities to realize their potential. It means giving boys and girls, women and men equal opportunities in the utilization of personal capabilities. Gender *equity* applies to the development of policies and the distribution of resources to differently situated women, e.g., race, class, immigration status, language, sexual orientation, disability, and other attributes. Equity accentuates fairness in process and result, recognizing differences and accommodating them to prevent the continuation of inequitable status quo. The goal of gender equity is to redress historic discrimination and ensure conditions that will enable women to achieve full equality with men, recognizing that the needs of women and men may differ. Gender equity works towards equality by leveling the playing field. *Equity can be understood as the means, and equality as the end. Equity leads to equality.*

III. CONDUCTING A GENDER ANALYSIS

A) Background

1) Introduction

Gender analysis, similar to strategic planning, begins with a review of your mission and vision incorporating gender outcomes. Based on your vision you conduct an environmental scan looking for what is known as disaggregated data. This data is essential to delivering effective and equitable services, ensuring equitable budget allocations, and creating fair employment practices. The data is analyzed by gender and other social identities in order to identify the gaps between women and men for any given situation, and to understand and meet the specific needs of all within the context of their social backgrounds. Strategies for creating gender equitable policies and programs are brainstormed and prioritized and an action plan and monitoring system are created.

2) What is Disaggregated Data?

Disaggregated data is demographic information on the beneficiaries or recipients of a policy, program, or practice broken down by sex, race, and other social identities such as but not limited to immigration status, language, sexual orientation, disability, and age. Often this data is not readily available, so the initial step can entail creating procedures to obtain it. When available, analyzing this data for trends facilitates the understanding of the links between gender and other social identities. Again, similar to strategic planning, the collection of data encompasses both quantitative elements such as numbers of clients by social identity as well as qualitative elements, such as constructive dialogue with stakeholders affected by decisions including employees, clients, constituents, and community groups.

Data should be disaggregated by as many characteristics as available. Disaggregating solely on the basis of gender is often insufficient to reveal all

forms of discrimination. For example, if race or sexual orientation is hidden from the analysis, biases can remain undetected. To ensure the fullest cooperation from stakeholders, information on their social identities is usually obtained on a voluntary and confidential basis.

B) GENDER ANALYSIS GUIDELINES

Gender analysis guidelines provide a framework for how to carry out a gender analysis. They can be utilized in the development and implementation of policies and services. The guidelines consist of a series of steps and questions that provide an organized approach to gather information necessary to conduct a gender analysis. They can focus on an entire department or examine just one program, service, budget, or employment area. **Not every question in the guidelines will apply to each situation and may need to be adapted and applied to your particular program, service, budget, or employment area.**

This is an analytic and interactive process, best done in group sessions with people from various positions and levels to maximize the diversity and depth of ideas and understanding. The process may include a number of sessions over a period of time, consisting of employees (both management and staff) analyzing the material together.

Stakeholder input is an integral part of the gender analysis policy process. It enables an assessment to be made from the point of view of those who are responsible for, as well as those who are affected by, the policy decisions, practices, or design of services. Approaches will vary depending on the issue and on who needs to be consulted. Stakeholder input can be obtained through focus groups, interviews, and surveys. It may also involve researching and/or benchmarking best practices to create gender equitable outcomes.

STEP 1: DEFINE YOUR VISION AND DESIRED OUTCOMES

To begin the gender analysis, you should have a vision of your desired outcomes. This includes considering the vision and purpose of your department or program and linking them to the goals of your gender analysis. What are you trying to accomplish? What is the objective? What is the vision of where you want to end up? What results do you want, e.g., more woman in management? Gender specific services for girls and boys? A street or park where both women and men feel safe walking at night?

A. Review Gender Equality. Start with a review of the definition of discrimination in the Women's Human Rights Ordinance, as well as gender equality and gender equity. Keep these in mind when examining your programs and determining your desired outcomes. The overall goal of gender equality is to redress historic discrimination and ensure conditions that will enable women and men to achieve full equity.

B. Identify Target. Identify the department, program, service, budgets, tax/fee, or situation for which you will be doing the analysis. Then ask what is the purpose or aim of this program or budget item? What is the objective or goal? If you are looking at an entire department, look at the mission and vision for the department or program. You may need to do some data collection as outlined in Step 2 to answer these questions.

C. Envision Outcomes. Envision what your program, department, policy, budget, or employment practice would look like if it explicitly included gender equality. This may entail reframing your vision, purpose, or desired outcomes to ensure that gender is taken into consideration and there are equitable outcomes. What would the purpose, aim, and outcomes be if they included gender equality? This step is not yet about strategies or options but rather to have you think about what the outcomes would be if they took into account gender equality. If you consider these questions early on, you can concentrate on the big picture while conducting your review thereby making the analysis more targeted and useful to your department or program.

For example, if you offer an afterschool sports program for youth, a gender equality outcome would be to have sports activities geared to both girls and boys, and their respective skills and abilities (e.g., both softball and baseball) and participants would be a diverse group of roughly even numbers of girls and boys. *After determining desired vision/outcomes (Step 1) you would review the reality regarding what sport activities are currently being offered and who is participating to determine if they meet these outcomes (Step 2). If they do meet the outcomes they are identified as best practice, and if they do not you would brainstorm options for improvement (Step 3), choose which would work best and create an action plan to implement (Step 4).*

STEP 2. COLLECT AND ANALYZE DATA

In Step 2, you will be collecting disaggregated data that will be used to determine the current reality of the department, program, or policy you are analyzing (e.g., who is served, who is benefiting, who lacks access, how the budget is allocated). The data will then be analyzed to identify trends and gaps in services or impacts.

A. Collect Data. The *key* data you need to collect are those that identify who is affected by the department, program, or policy by gender and race and, to the extent possible, other identifying factors (e.g., age, ethnicity, parental status, sexual orientation, disability, or other characteristics). The purpose of data collection is to identify current conditions, trends, and impacts. The suggested activities and questions in Appendix A are intended to guide you in your data collection efforts and to help you identify trends and impacts. *Remember, there is no need to collect data in areas that are not relevant to your analysis.* That is, if you are not analyzing an entire department but just a particular program, you will only need data that relate to that particular program.

B. Examine Data. In your data collection efforts, you identified trends and impacts. Now you want to examine the trends and ask "why?" In your examination, you are analyzing the data and trends to determine how social roles and stereotypes affect the program, service, budget or employment policies and practices. This is difficult!

There are additional questions given to aid you in your examination in Appendix B; pick and choose those that are helpful to you in each category for your analysis. In reviewing the trends you are looking for gaps between women/girls and men/boys for the selected program, service, or policy and the underlying causes that are not apparent from a cursory or superficial examination.

For example, if the service you are focusing on is public transportation, the identification of trends would include consideration of women's and men's patterns of transportation needs and usage. The following is an example:

Often women have lower income levels than men which could mean they are more likely than men to rely on public transport. With higher participation in part-time and unpaid work due to child and elder care responsibilities, women are more likely than men to use public transportation during off-peak times. This means cuts in public transportation at off-peak times could have a more negative impact on women than men and increases in public transportation during off-peak times, a more positive impact on women than men. Reduced night

safety services pose problems for women's physical safety while increases to nighttime services increase safety.

C. Obtain Stakeholder Input: These questions can be reviewed with stakeholders (participants in programs, service providers, employees, community groups etc.) through the use of focus groups, surveys or interviews. In particular, focus on the needs of participants, clients, customers, and employees by gender.

D. Note Lack of Data. In some cases, sufficient data does not exist. Perhaps no data were collected on gender or maybe it is just difficult to measure. This also means the impacts of some government policies may not be measured effectively. When information is unavailable, document what information would be helpful and later you can review how to collect this data in the future so an analysis can be performed. Until this happens, you are encouraged to collect data in as many categories as possible.

STEP 3: DEVELOP OPTIONS

Step 1 was about defining your vision and gender outcomes. Step 2 was about identifying and explaining current realities. Step 3 will focus on the identification of alternatives and opportunities, best practices, and areas in need of improvement. You will identify the ways your department's thinking and practices need to change to more fully support its mission, ensure equitable outcomes for women and men come and reach the intended beneficiaries. Think about what should stay the same, what can be done differently in the future, and in what ways you can shift thinking and practices to more fully support the elimination of discrimination based on social constructs and stereotypes. Try to review the full range of options available. It may require some creativity to do something different in order to ensure more gender equitable outcomes than in the past.

A. Identify Best Practices and Areas in Need of Improvement. First review your analysis done in Step 2 for current departmental best practices. Best practices will be areas where women and men are being treated fairly, their needs are considered by gender, and both are benefiting from the services or programs in an equitable manner. By identifying these, you are helping to create a knowledge base for future approaches.

Second, identify the trends and practices that are not consistent with gender equality, review the reasons for the inequality, and think about what can be done about it. These are what can be called practices in need of improvement. Pay particular attention to any feedback that was received from stakeholder focus groups or surveys that were conducted.

B. Brainstorm Options for Areas in Need of Improvement. You must creatively brainstorm and research options before you begin to evaluate them. This should be done in small groups settings. Questions to ask include:

1. What are the different options we have available to us at this time?
2. What approaches or tactics can we pursue?
3. What are the best practices used in other places? Can we adopt these here?
4. How can the policy be designed to further gender outcomes?
5. What steps can be taken to reduce or eliminate any negative impacts on women?
6. What additional information do we need to improve the situation?
7. What resources do we have? What additional resources do we need?

C. Summarize Options. Summarize all options before moving on to Step 4 where you can evaluate and prioritize them.

STEP 4: PRIORITIZE STRATEGIES AND CREATE AN ACTION PLAN

Step 4 is about developing strategies and an action plan to implement your recommendations. Recommendations may include continuing a "best practice" or choosing an option for revising, expanding, or creating changes to ensure gender equality. Recommendations may include methods for collecting disaggregated data in the future, especially if they were not available for this analysis.

A. Options

1. Pragmatic Option Choice. Review the best practices and options developed in Step 3 and strategically prioritize them. Evaluate the skills, resources and potential partners/models available. Here is where you get to be practical and weigh costs and benefits. Pragmatic is about choosing the best option while remaining realistic about what is doable. Sometimes what you want to do may not be possible because the time is not right or the costs too high. Ranking of options with regard to feasibility and cost is important. A SWOT analysis might be useful here.

- (S) Strengths (e.g., we have knowledgeable staff in place),
- (W) Weaknesses (e.g., the community will be upset if we change this program),
- (O) Opportunities (e.g., we can find partners that will benefit from this approach)
- (T) Threats (e.g., the funding for this might be cut in the near future).

These options can be reviewed with stakeholders or with a board, commission, task force, or committee to assist in setting priorities. Additional criteria to consider include:

- How does each option address the issues that were raised in the examinations of trends? Can existing programs and services be easily modified to better meet the needs of women?
- What are the pros and cons of each option?
- Which options will accomplish our goals most efficiently and effectively?
- What are the costs associated with each option? What are the revenues available to fund each option?
- Will the social and economic benefits to women of implementing the option outweigh the costs to government?

2. Insufficient Data Option. If the examination was insufficient because data does not exist how can this data be collected in the future to ensure that an effective gender analysis can be done? This should be included as an option.

B. Action Plan. Once the options have been prioritized you should create an action plan with clear steps to guide you in implementing them to move towards your vision/gender outcomes. The action plan should start with a statement of your vision and desired outcomes. A realistic and effective action plan should include:

1. Specific steps to be taken
2. Who is to do what tasks

3. Budget
4. Human resources needs
5. Timeframe to implement the changes

STEP 5: DEVELOP A MONITORING MECHANISM

It is critical to monitor the implementation of the action plan and any policy initiative to determine its effectiveness and efficiency in helping to attain equality for women. Therefore, this final step needs to be undertaken to ensure that the action plan is realized. For City and County of San Francisco departments monitoring is conducted by the Commission on the Status of Women. In addition, it is imperative that departments create their own internal monitoring systems to ensure consistency and internal checks and balances. Keeping the process as transparent as possible ensures public accountability. A system of reporting will need to be created. This may include reporting to a commission, board, task force, department head, or the public and posting the findings, for example, on a public website.

Questions to review in the monitoring mechanism include:

1. How will women and men know about best practices, changes in the policy or new programs or services?
2. Are there systems in place which continue to collect data by gender, ethnicity, and other identities? If not, how can such systems be put in place?
3. Are there measures in place to evaluate the success of a policy? How can it be or reviewed or changed if it is not delivering the envisioned outcomes?
4. Is the policy contributing towards gender equality? If not, can it be modified so that it does?

The action plan should be reviewed annually with a view to:

- Follow-up on findings
- Make use of experiences gained in the process
- Initiate new assessments according to the findings
- Make corrections as appropriate

IV. APPENDICES

APPENDIX A. DATA COLLECTION

Category: Services, Programs, and Policies Data

- a. Does your department have a strategic plan? If so, review it to identify the use of gender in the mission statement, goals, objectives, and strategies. Also provide information on:
 1. The gender and race of the people who developed the strategic plan.
 2. Type of community input that went into creating the strategic plan.
- b. What are the services, programs, and/or policies provided by your department? Collect and review data disaggregated by gender, race, and other defining characteristics to determine who is currently benefiting, participating, being served or affected. Identify trends and impacts based on the data. For effective trend analysis, you will need to review data for at least two years. What patterns do you note?
- c. List community groups who may work on or be interested in this program, policy, or practice, particularly any groups focusing on women or girls. How many of your community partners represent women and/or girls? Who are the targets of outreach?
- d. Review any recent needs assessments, program evaluations, audits, and/or community reports, particularly any that focus on gender or discrimination. For each report, look for a summary of the key findings and recommendations. What do they tell you about the needs of women or girls? How was this assessed or evaluated? How, if at all, do women's needs differ from the needs of men and/or boys?
- e. Review your department's program performance evaluation/measures to determine if gender and racial equity are measured.
- f. Review any available research on best practices in the focus area of the program or policy or benchmarking that has been done, especially any that have incorporated a gender approach (e.g., best practices around gender specific services for girls in juvenile justice).

Category: Budget Data

- a. Review the budget guidelines, priorities, and audit with a particular focus on any references to gender.
- b. What is your department's total annual budget for each of the past two years?
- c. In the past two years, what was the budget allocation for each service/program and what was each service/program's source of funds?
- d. Where is most of the money going? This question is important to ensuring that gender is considered in the main policies and spending of your department/program.
- e. What are your department's budget priorities? Do any of them include references to gender, race, or other defining characteristics? If not, what are the possible entry points for a gender perspective?
- f. Who determines your department's budget priorities, i.e., who in your department/program is involved in putting the budget together? Include job titles and gender (and other demographic information where available)
- g. How is information about client needs collected and analyzed and how is this information prioritized and connected to the budget process?
- h. Is a gender perspective incorporated into the official budget audit for your department/program? If not, how could it be?

Category: Employment Data

- a. Collect and review data on the people who work for your department/program disaggregated by gender, race and other identities in each occupation category and salary range. What patterns do you note?
- b. What is the percentage of women and men in your department relative to the qualified labor pool for each occupational category and level as reflected in census data? Which classifications or levels are under or over represented?
- c. Collect and review data on the oversight body of the department, disaggregated by gender, race, and other identities. What patterns do you note?
- d. Work/life balance programs refer to programs that increase the ability to balance the needs of work and family or personal life (e.g., flexible scheduling, child care, elder care, domestic partner care, self care).
 1. Describe of types of programs offered and how they are marketed
 2. Collect information on utilization rates by gender and race if available, including various family leaves and flexible schedules (e.g. part time, compressed time, job sharing, flexible hours, telecommuting).
- e. List professional development programs. Do any target women in particular, including career ladders or apprentice programs. What are the utilization rates by gender and race if available?
- f. Review standard performance appraisal form if used. Does it measure behaviors important to successful job performance? Are raters trained in

use of the appraisal instrument, including accurate observation of employee job behaviors, how to make ratings that are free from bias, and how to ensure consistent application of performance standards across employees? Are managers accountable for assuring gender equity in promotion, retention, training, etc.? Does the employee have an opportunity for input?

g. Review EEO policies. Do you possess anti discrimination/harassment policies and complaint procedures, are they prominently communicated, and do employees and managers, including at the highest level, participate in relevant training regarding these policies? Do you have a designated EEO officer who develops EEO policy, identifies problem areas, and investigates and responds to complaints? Review complaints - how many are gender based, what is the nature of these complaints, and how many have been substantiated upon investigation?

h. Review recruitment efforts, particularly those targeting diverse groups. What community groups is specific outreach done to? What is the budget for these efforts? What efforts are made to recruit genders for non-traditional fields? What support groups, if any exist for genders in non-traditional fields? What long-term community efforts are made, if any, to increase the female labor pool in non-traditional fields, for example, through programs targeted at girls and young women to expose them to and interest them in these areas?

i. Review workplace safety policies. Is there one on violence in the workplace? What training exist in this area, in particular any interventions or training for employees who may be in abusive relationships, and/or training to prevent violence at work? Is an EAP program available for employees who believe they have problems that could lead to violent behavior? What provisions exist to protect the physical safety of department staff that work early morning, late night, or graveyard shifts? What particular provisions exist to protect the physical safety of department staff that work at remote locations or with potentially hostile clients? How is your sexual harassment policy distributed? Is sexual harassment training mandatory for all employees? Is it offered in languages besides English? How are managers held accountable for enforcement of these policies?

APPENDIX B. EXAMINATION QUESTIONS

Category: Services Questions

- Which programs/services in your department are and are not being utilized by women and girls? By a racially and ethnically diverse group? If there is a differential impact, why? If women and girls are not participating, do we know why or how to address their needs?
- How are *gender equality* and *gender equity* integrated into the process of evaluating programs and services? Does training for service providers address the potentially different needs of women/men and girls/boys? If not, what would it look like if it did?
- Are programs and services designed so that women and men have equal access and are they appropriate for women's and men's needs? Is there an underserved group that needs benefits from services that is not currently receiving them?
- What are key points from past audits, community reports or needs assessments that relate to women? Discrimination? What has been the department follow-up and implementation?
- How has the presence or absence of community partners with a particular focus on women and/or girls affected your services?
- Are programs that primarily serve women and girls adequately staffed? Resourced? Why or why not? What is the effect of this?
- Are women and/or girls consulted about the evaluation of the services they utilize? What different groups are contacted? Does this evaluation assess whether their needs are being met? What are obstacles to evaluating services for women and girls?
- What performance measures, if any, would indicate that your department does its work in gender-equitable ways? What outcomes for each major program relate to women and girls?
- What research on best practices in this program, service or policy been done? Is there a best practice for integrating gender considerations? If so, can it be utilized here?

Category: Budget Questions

- In the annual budget guidelines you receive, is there any reference to gender? If not, how could such a reference be included for your department/program? For example, in the budget guidelines, you might be asked to discuss how a new program you are proposing (or a program you want to cut) will impact women and men.
- What are your department's budget priorities? Do any of them include references to gender, race or other defining characteristics? If your department does not have budget priorities this might be a good time to establish them and to determine how the priorities impact women and men. If your department does have budget priorities, where might you insert gender as a way to set these priorities?
- How has the budget for your department/program changed over the last few years and how have these changes affected women/girls?
- Is a gender perspective incorporated into the official budget audit for your department/program? If not, how could it be? For example, when a budget audit is conducted, is there any effort to determine how the spending that has already occurred impacted women and men? If not, how would you go about seeing that this will happen?
- Which programs are most important for gender equality?
- Which programs in your department do you think impact women and men differently? How much is allocated to those programs?
- If your department had additional resources, what additional programs/services would you create to promote gender equity?
- Which programs are the most vulnerable in terms of funding source? Are these programs that serve women and/or girls?
- Which programs receive both the highest and lowest percentage of your budget? Who do these programs serve?

Category: Employment Questions

Employees

- Look in detail at trends that emerged from the disaggregated data analysis. Are women concentrated primarily in certain jobs or at certain levels within the organization? Are they significantly absent from others? What patterns exist? How do race and gender correlate with job levels and salaries? Brainstorm why these patterns exist. In responding to this question, consider the possible impacts of recruitment, seniority, equal opportunity efforts, professional development efforts, work-life policies, and discrimination.
- For areas in which women are either underrepresented or overrepresented, compare job classifications, duties, and salaries. Are these frequently updated and are they based on the skills, qualifications and experience required for the position? Are certain groups absent at the upper echelons of the organization? If so who (gender, race, etc.) is most impacted by this glass ceiling? Why?

Recruitment and Retention

- What impact have your recruitment efforts had in establishing a workforce that is diverse in terms of race and gender, from top to bottom?
- When thinking about recruitment, have you considered better training for recruitment staff, more time spent on recruitment, expanded outreach efforts, participation in a variety of diverse professional organizations and job fairs? Are there civil service rules that either hinder or aid your department's efforts for recruitment? How does your job qualification and/or interview panel development processes either hinder or aid in hiring more women? Do you track the percentage of different groups, disaggregated by race, gender, etc., who exit the workplace? Are there any patterns? Do any groups leave disproportionately? Do you conduct exit interviews or employ other means to discover why certain individuals or groups might be leaving the workplace?
- Is there an emphasis on racially diverse women and girl participation in your current internship and apprenticeship programs?

Professional Development

- In reviewing your professional development programs is training and development encouraged and considered critical for each employee? What areas is it offered in? If women are not participating why not? What barriers exist? Can these be removed? Do you have a diverse internal pipeline of

future leaders for the organization? If not, are special efforts being made to recruit and/or groom such candidates?

g. Are performance reviews used as an opportunity for career development? Are training options and career choices discussed in performance reviews? Why or Why not?

h. Are there verifiable programs to hold managers accountable for attaining measurable progress in the hiring, training, retention and promotion of women? Why or why not?

Work Life Balance Policies

i. What trends indicate who does and does not utilize current work life policies? Why or why not? Are there negative consequences for the employee that takes advantage of flexible work options? What? How can the department minimize negative career consequences to employees using flexible work options? Is there a pattern to who is most often denied access to flexible work options? Are there specific programs in place to minimize the negative consequences of career interruptions due to child-birth and child rearing? For example, does the organization have any programs (so called "opt-in" or "on-ramps" programs) in place to maintain ties with, and to rehire, women and men who have interrupted their careers to care for young children?

j. What additional work life policies could your department offer, such as job sharing, part time work, telecommuting, flexible work schedules, child/elder care information/referral, on-site childcare, emergency back-up childcare, summer and school holiday programs, etc.? If not, why?

k. How are employees notified of these policies? Is it possible to expand these programs to be more inclusive?

Safety at Work

l. How can the safety policies that address gender be expanded? Does the violence in the workplace program include a violence against women (domestic violence) component?

m. Are training efforts in discrimination and harassment prevention successful in creating a safe and respectful work environment? Why or why not?

APPENDIX C. Excerpt from Women's Human Rights Ordinance (CEDAW) CHAPTER 12K of the San Francisco Municipal Code and Administrative Code

SEC. 12K.3. LOCAL PRINCIPLES OF CEDAW.

It shall be the goal of the City to implement the principles underlying CEDAW, listed in Section 12K.6 by addressing discrimination against women and girls in areas including economic development, violence against women and girls and health care. In implementing CEDAW, the City recognizes the connection between racial discrimination, as articulated in the International Convention on the Elimination of All Forms of Racial Discrimination, and discrimination against women. The City shall ensure that the City does not discriminate against women in areas including employment practices, allocation of funding and delivery of direct and indirect services. The City shall conduct gender analyses, as described in Section 12K.4, to determine what, if any, City practices and policies should change to implement the principles of CEDAW.

(a) Economic Development.

(1) The City shall take all appropriate measures to eliminate discrimination against women and girls in the City of San Francisco in employment and other economic opportunities, including, but not limited to, ensuring:

(A) The right to the same employment opportunities, including the application of the same criteria for selection in matters of employment and the right to receive access to and vocational training for nontraditional jobs;

(B) The right to promotion, job security and all benefits and conditions of service, regardless of parental status, particularly encouraging the appointment of women to decision making posts, City revenue generating and managing commissions and departments, and judicial positions;

(C) The right to equal remuneration, including benefits and to equal pay in respect to work of equal value;

(D) The right to the protection of health and safety in working conditions, including supporting efforts not to purchase sweatshop goods, regular inspection of work premises, and protection from violent acts at the workplace.

(2) The City shall encourage and, where possible, fund the provisions of the necessary supporting social services to enable parents to combine family obligations with work responsibilities and participation in public life, in particular through promoting the establishment and development of a network of child care facilities, paid family leave, family-friendly policies and work-life balance.

(3) The City shall encourage the use of public education and all other available means to urge financial institutions to facilitate women's access to bank accounts, loans, mortgages, and other forms of financial services.

(b) Violence Against Women and Girls.

(1) The City shall take and diligently pursue all appropriate measures to prevent and redress sexual and domestic violence against women and girls, including, but not limited to:

(A) Police enforcement of criminal penalties and civil remedies, when appropriate;

(B) Providing appropriate protective and support services for survivors, including counseling and rehabilitation programs;

(C) Providing gender-sensitive training of City employees regarding violence against women and girls, where appropriate; and

(D) Providing rehabilitation programs for perpetrators of violence against women or girls, where appropriate.

The City shall not discriminate on the basis of race, ethnicity, culture, language or sexual orientation, when providing the above supportive services.

(2) It shall be the goal of the City to take all necessary measures to protect women and girls from sexual harassment in their places of employment, school, public transportation, and any other places where they may be subject to harassment. Such protection shall include streamlined and rapid investigation of complaints.

(3) Prostitutes are especially vulnerable to violence because their legal status tends to marginalize them. It shall be the policy of San Francisco that the Police Department diligently investigate violent attacks against prostitutes and take efforts to establish the level of coercion involved in the prostitution, in particular where there is evidence of trafficking in women and girls. It shall be the goal of the City to develop and fund projects to help prostitutes who have been subject to violence and to prevent such acts.

(4) The City shall ensure that all public works projects include measures, such as adequate lighting, to protect the safety of women and girls.

(5) It shall be the goal of the City to fund public information and education programs to change traditional attitudes concerning the roles and status of women and men.

(c) Health Care.

(1) It shall be the goal of the City to take all appropriate measures to eliminate discrimination against women and girls in the field of health care in order to ensure, on a basis of equity, information about and access to adequate health care facilities and services, according to the needs of all communities, regardless of race, ethnicity, culture, language, and sexual orientation, including information, counseling and services in family planning.

(2) It shall be the goal of the City to ensure that women and girls receive appropriate services in connection with prenatal care, delivery, and the post-natal period, granting free services where possible, as well as adequate nutrition during pregnancy and

lactation.

(d) In undertaking the enforcement of this ordinance, the City is assuming an undertaking only to promote the general welfare. It is not assuming, nor is it imposing on its officers and employees, an obligation for breach of which it is liable in money damages to any person who claims that such breach proximately caused injury.

(Formerly Sec. 12K.2; added by Ord. 128-98, App. 4/13/98; renumbered and amended by Ord. 325-00, File No. 001920, App. 12/28/2000)

... SEC. 12K.6. SUMMARY OF CEDAW.

Article 1: Defines discrimination against women as any "distinction, exclusion, or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of marital status, on the basis of equality between men and women, of human rights or fundamental freedom in the political, economic, social, cultural, civil, or any other field."

Article 2. Mandates concrete steps, implementing laws, policies and practices to eliminate discrimination against women and embody the principle of equality.

Article 3. Requires action in all fields--civil, political, economic, social, and cultural--to advance the human rights of women.

Article 4. Permits affirmative action measures to accelerate equality and eliminate discrimination.

Article 5. Recognizes the role of culture and tradition, and calls for the elimination of sex role stereotyping.

Article 6. Requires suppression of traffic in women and exploitation of prostitutes.

Article 7. Mandates ending discrimination against women in political and public life.

Article 8. Requires action to allow women to represent their governments internationally on an equal basis with men.

Article 9. Mandates that women will have equal rights with men to acquire, change or retain their nationality and that of their children.

Article 10. Obligates equal access to all fields of education and the elimination of stereotyped concepts of the roles of men and women.

Article 11. Mandates the end of discrimination in the field of employment and recognizes the right to work as a human right.

Article 12. Requires steps to eliminate discrimination from the field of health care, including access to family planning. If necessary, these services must be free of charge.

Article 13. Requires that women be ensured equal access to family benefits, bank loans, credit, sports and cultural life.

Article 14. Focuses on the particular problems faced by rural women.

Article 15. Guarantees equality before the law and equal access to administer property.

Article 16. Requires steps to ensure equality in marriage and family relations.

Article 17. Calls for the establishment of a committee to evaluate the progress of the implementation of CEDAW.

Articles 18--30. Set forth elements of the operation of the treaty.

(Formerly Sec. 12K.5; added by Ord. 128-98, App. 4/13/98; renumbered by Ord. 325-00, File No. 001920, App. 12/28/2000)

[1] CEDAW was adopted by the United Nations General Assembly in 1979, signed by then-President Jimmy Carter, but remains unratified in the United States, despite ratification by 180 other countries, including Afghanistan, North Korea, and Iraq. The full text of the United Nations convention is available at <http://www.un.org/womenwatch/daw/cedaw/>. The full text of the San Francisco CEDAW Ordinance is available on the Department on the Status of Women's website http://www.sfgov.org/site/dosw_page.asp?id=19794

[2] The entire text of CEDAW is available at <http://www.un.org/womenwatch/daw/cedaw/>.

[3] The full gender analysis guidelines are available at the Department on the Status of Women's website, <http://www.sfgov.org/dosw/>.

[4] United States General Accounting Office October 2003, *WOMEN'S EARNINGS: Work Patterns Partially Explain Difference between Men's and Women's Earning*, For every dollar a man made in 2003, women made 75.5 cents, based on 2003 Census Bureau annual report on income.

Racial Equity Toolkit (Seattle, WA)



RACE & SOCIAL JUSTICE
INITIATIVE

ADVANCE OPPORTUNITY.
ACHIEVE EQUITY.

Racial Equity Toolkit for Policies, Programs, and Budget

March, 2010

Section I	Introduction
Section II	Race and Social Justice Best Practices Criteria
Section III	Racial Equity Impact Analysis Worksheet Instructions
Section IV	Racial Equity Impact Analysis Worksheet
Section V	Example Applications
Attachment 1	RSJ Budget and Policy Toolkit Key Definitions
Attachment 2	RSJI Departmental Liaisons

I: Introduction

All departments are implementing annual Race and Social Justice (RSJ) work plans, focusing on their own lines of business. In addition, department directors' accountability agreements with the Mayor include RSJ priorities. Department work plans include strategies for reducing racial disparity and fostering multiculturalism. Work is being done to address three broad goals:

- 1) End racial disparities internal to the City – Workforce Equity, Contracting Equity, and Training and Skill Development.
- 2) Strengthen City services and engagement – Outreach and Public Engagement, Best Practices for Services, Immigrant and Refugee Access to Services.
- 3) Eliminate race-based disparities in our communities.

All City departments have begun to use the Racial Equity Toolkit in policies and programs on a routine basis to further incorporate the Initiative into all aspects of City operations.

The Racial Equity Toolkit is designed to provide support in two broad areas:

- 1) Budget and Policy Filter analysis and recommendations; and
- 2) Review of existing City programs and services. Departments will use this toolkit on a routine basis to develop and/or improve programs, policies and procedures.

Budget and Policy Filter

All who work in City government have a role to play in achieving race and social justice, and the budget and policy-making process is central to that effort. The Budget and Policy Filter is a simple set of questions:

- 1) How does this action accomplish the Mayor's Race and Social Justice Initiative?
How did you determine the reasoning for your response?
- 2) Please identify any unintended consequences from this proposal.

These questions have been incorporated into City budget and policy processes, including Budget Issue Papers and policy papers.

The Toolkit is a more in-depth resource to supplement the Budget and Policy Filter questions. These tools, including a set of RSJ Best Practices Criteria and a Racial Equity Impact Analysis, should be used to help develop informed responses to the RSJI Budget and Policy Filter questions. Because of the importance of understanding terminology included throughout this toolkit, key definitions are included in Attachment 1.

Review of Existing Programs and Services

Since the beginning of the Initiative, departments have been asked to analyze their lines of business to eliminate institutionalized racism and promote multiculturalism. Departments now use the Toolkit to systematically review all programs and services to deepen our approach to eliminating institutional racism.

The toolkit includes:

- Section II Race and Social Justice Best Practices Criteria
- Section III Racial Equity Impact Analysis Worksheet Instructions
- Section IV Racial Equity Impact Analysis Worksheet
- Section V Example Applications (examples are included for illustrative purposes only, and although they bear some relation to existing City initiatives, may not reflect most current realities)
- Attachment 1 RSJ Budget and Policy Toolkit Key Definitions
- Attachment 2 RSJI Departmental Liaisons

When applying the Toolkit, the following steps should be followed:

Step 1	Review RSJ Best Practices Criteria (see Section II), the Racial Equity Impact Analysis instructions (see Section III), and examples of completed analyses (see Section V).
Step 2	Identify appropriate staff to complete the analysis; Core Team and Change Team assistance would be beneficial. Core Team assistance can be arranged via your departmental RSJI Liaison (see list in Attachment 3).
Step 3	Collect data necessary for completion of the Racial Equity Impact Analysis (see Section III for resources).
Step 4	Complete Racial Equity Impact Analysis Worksheet (see Section IV).
Step 5	Share analysis with relevant department staff and submit electronic copy of worksheet to the Seattle Office for Civil Rights (brenda.anibarro@seattle.gov)

For the Policy and Budget Filter, worksheet responses need not be submitted along with Budget Issue Papers, Senior Staff briefings or legislative review. If after reviewing responses to filter questions, Department of Finance, Office for Policy and Management and/or Office for Intergovernmental Relations staff have questions, additional information will be requested.

The City of Seattle RSJ Best Practices Criteria and Racial Equity Impact Analysis tool have been developed by the RSJ Core Team. The Core Team would like to acknowledge the excellent work of others, including the Annie E Casey Foundation and their Race Matters Racial Equity Impact Analysis tool, President Clinton’s Initiative on Race, the Aspen Institute, and the Applied Research Center’s Racially Equitable Policy Development Guide.

II. Race and Social Justice Best Practices Criteria

The criteria below will be used to identify actual best practices so they can be shared and replicated. As departments gain experience with the Budget and Policy Filter and Racial Equity Impact Analysis, we anticipate that these best practices criteria will be refined.

RSJI best practices will meet the following criteria:

1. Assess community conditions and the desired community impact

- Includes clear documentation of the existing community conditions, including disparities.
- Explicitly enumerates specific goals and outcomes to emphasize program goals of reducing racism and decreasing racial disparities (as well as other program or policy goals).
- Incorporates design to adjust goals and practices to keep pace with changing needs and racial demographics.

2. Expand opportunity and access for individuals

- Increases opportunity and/or access for those who historically have been excluded.
- Integrates strategies to improve access for immigrants and refugees, including appropriate interpretation and translation policies.

3. Affect systemic change

- Reforms the ways in which institutions operate to lessen racial disparities and eliminate discrimination.
- Analyzes and changes policies and practices that may perpetuate racial disparities and/or institutionalized racism.

4. Promote racially inclusive collaboration and civic engagement

- Creates opportunities for collaboration that fosters mutual respect among people who fully represent Seattle's racial diversity.
- Provides opportunities for program participants and leaders or people affected by a policy to take action to address racial disparities and foster racial equity.
- Fosters greater participation in civic engagement that can promote leadership in racial equity efforts.

5. Educate on racial issues and raises racial consciousness

- Explicitly educates about the importance of historical and contemporary facts regarding race, racism, and/or culture.
- Educates and encourages sharing about race and racism, including the connections between personal feelings and experiences and race-related systemic issues in society.

III. Racial Equity Impact Analysis Worksheet Instructions

Actions under consideration will include a range of policies, programs and procedures. Analysis of some actions will be more readily evident than others, but the tool has been constructed such that it can be applied to all.

Conducting a Racial Equity Impact Analysis at the earliest possible stage of development or revision of a policy, program or procedure will help to ensure actions are aligned with the RSJ Initiative. The analysis should be completed by people who bring different racial and economic perspectives, ideally including both people of color and white people. This will maximize the valuable learning experience and allow the action to be shaped in a racially equitable manner.

More information about the overall Race and Social Justice Initiative is available on the RSJI Inweb site: <http://inweb/rsji/assistance.htm>.

IV. Racial Equity Impact Analysis Worksheet

The following three steps are recommended before filling out the rest of the worksheet:

	Description
Step 1	Review RSJ Best Practices Criteria (see Section II), the Racial Equity Impact Analysis instructions (see Section III), and examples of completed analyses (see Section V).
Step 2	Identify appropriate staff to complete the analysis; determine whether Change Team and/or Core Team assistance would be beneficial. Core Team assistance can be arranged via your departmental RSJI Liaison (see list in Attachment 3).
Step 3	Collect data necessary for completion of the Racial Equity Impact Analysis (see sidebar for resources).

1. Department and Project/Program/Policy Title:

2. Briefly describe the proposed action and the desired results:

3. Who are the racial / ethnic groups affected by this program, policy or practice? How will each group be affected? What are the racial disparities related to this project?

4. How does the proposed action expand opportunity and access for individuals to City services (including immigrants and refugees)?

Definitions of terms are included in Attachment 2. If unfamiliar with these terms, a Change Team or Core Team member can be assigned to help with the analysis.

Demographics data and maps (GIS and Census tracts)
<http://www.census.gov/>

Disparities: A Snapshot of Seattle
inweb.ci.seattle.wa.us/rsji/docs/RSJ_stats_sh eet-final.pdf

Language maps and lists of interpretation and translation vendors
<http://inweb/immigrants/refugees/#InterpTrans Policy>

5. How does the proposed action promote racially inclusive collaboration and civic engagement? Is there community support for or opposition to the proposal? Why?

6. How does the proposed action affect systemic change (address institutional racism)?

7. How does the proposed action educate on racial issues?

8. How does the proposed action support work force equity and/or contracting equity?

9. How does this action help to achieve greater racial equity? Describe the resources, timelines, and monitoring that will help ensure success.

10. Are there any unintended consequences on racial equity? Are there strategies to mitigate any negative impacts?

Outreach and public engagement policy
<http://inweb/rsji/publicengagement/>

Historically Underutilized Business for economic equity
<http://www.seattle.gov/executiveadministration/smallbusiness/default.htm>

More information about the overall Race and Social Justice Initiative is available on the RSJI Inweb site:
<http://inweb/rsji/assistance.htm>

V. Example 1

1. Department and Project Title:

Streetlight Relamping Program, Seattle City Light

2. Briefly describe the proposed action and the desired results:

Seattle City Light is implementing a group relamping program of streetlights. The proposal outlines the steps SCL wants to take to engage a contractor to begin replacing 21,000 street lights. Then the Utility will begin a rotating program to replace luminaires in Seattle and our franchise cities. At present, the Utility replaces streetlight bulbs as it becomes aware of outages from customers and other spotters. This practice is more expensive than group relamping and customers frequently have long periods before the streetlight can be fixed.

3. Who are the racial / ethnic groups affected by this program, policy or practice? How will each group be affected? What are the racial disparities related to this project?

All racial groups residing in our service area will be affected. Those living in areas with higher crime rates presumably will be safer with more illumination. The original plan was to have two sets of contractor crews work north and south from the Utility's midway point, Denny Way. In response to the RSJ analysis, the Utility decided to work from the southern most line of the service area and relamp moving north from there. This way, more low income and immigrant communities would be served first. The relamping program is intended to provide greater reliability in streetlight operations than the current process.

4. How does the proposed action expand opportunity and access for individuals (including immigrants and refugees)?

There are large immigrant populations in the southern part of the service area. Currently, City Light relies heavily on customers to report lights out. Immigrants who do not speak English fluently and may not be knowledgeable about City Services are less likely to phone in outage reports.

5. How does the proposed action promote racially inclusive collaboration and civic engagement? Is there community support for or opposition to the proposal? Why?

The project manager went to several community meetings ahead of time to explain the program. There were written messages translated into the seven most common languages used in the district.

6. How does the proposed action affect systemic change (address institutional racism)?

Traditionally, City Light began system and service improvements in the north part of the service area. These residents are generally white and more financially advantaged. This method of rolling out the project will bring improvements first to communities of color.

7. How does the proposed action educate on racial issues?

Mainly the learning has been internal to City Light by making the project managers and engineers more aware of that the decisions they make can have consequences to low income and racially diverse communities. One hopeful outcome may be developing better trust and expectations within communities of color.

8. How does the proposed action support work force equity and/or contracting equity?

City Light will contract out for group streetlight repair work; we will be looking at HUBS. Contractor employees will work for prevailing wages.

9. How does this action help to achieve greater racial equity? Describe the resources, timelines, and monitoring that will help ensure success.

The contractor's work will be inspected by a City Light resident engineer. We will use those reports to monitor progress and quality of service.

10. Are there any unintended consequences on racial equity? Are there strategies to mitigate any negative impacts?

None expected.

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Example 2

1. Department and Project Title:

Seattle Public Utilities, Lidding of the Beacon Hill Reservoir

2. Briefly describe the proposed action and the desired results:

The Beacon Hill Reservoir is an open reservoir that provides drinking water for SE Seattle businesses and residents. SPU would like to put a lid (cap) on the reservoir and expect the following results: protection of water source from environmental & human threats, conservation of water, reduced treatment needed, 50 acres of park space added to Jefferson Park (one of the largest parks in SE Seattle)

3. Who are the racial / ethnic groups affected by this program, policy or practice? How will each group be affected? What are the racial disparities related to this project?

According to recent census data for Beacon Hill and other surrounding neighborhoods, racial/ethnic groups that might be affected include Asian, Pacific Islander, African, European, Caribbean, Latino/Hispanic, Arabic/Middle Eastern, and South Americans. All groups will be affected based on their ability to receive/access information related to the project, and their ability to give input on the project design and delivery. Potential disparities include not getting diverse community input into the park design which could result in a park that does not address the diverse needs of users.

4. How does the proposed action expand opportunity and access for individuals (including immigrants and refugees)?

Capping the reservoir and turning it into a park will add 50 acres of park space to Jefferson Park. We hope that our efforts to get diverse community input in this project will result in a park design that meets the diverse needs of users.

5. How does the proposed action promote racially inclusive collaboration and civic engagement? Is there community support for or opposition to the proposal? Why?

We have met individually with community based organizations, religious groups, associations and community leaders and have scheduled two information/planning sessions for all to attend. The planning session were designed with input from the individual meetings. There is support for this proposal because it will increase the amount of park space available in SE Seattle.

6. How does the proposed action affect systemic change (address institutional racism)?

This project affects systemic change by ensuring early diverse community involvement in the scoping and design phase. In addition to holding evening community meetings, we have met separately with community organizations and leaders to get their input. We worked with a Core Team member to do power, equity and stakeholder analysis on the project and have used the results to help guide our planning.

7. How does the proposed action educate on racial issues?

Part of this project proposal includes working with the Jefferson Park staff to create a history wall where people can learn about their neighbors and the history of the community. Local artist will be hired to work with community members to create art work that tells the story of their family and/or community.

8. How does the proposed action support work force equity and/or contracting equity?

We have met with SPU's HUB staff and staff from DEA to get their assistance in identifying consultants and contractors to work on this project. We have also looked at staffing needs for this project and have requested 2 out of class assignments for this position.

9. How does this action help to achieve greater racial equity? Describe the resources, timelines, and monitoring that will help ensure success.

We have worked with community leaders and agency partners to identify priorities. Attached is a project timeline and have set up a community steering committee to give and receive feedback on the status of the project.

10. Are there any unintended consequences on racial equity? Are there strategies to mitigate any negative impacts?

There have been a number of issues/concerns raised by community based organization staff, community leaders and residents on other projects (past and present). In addition to listening and documenting what the concerns are and taking them into account while planning for this project, we are working to identify the appropriate City/agency contacts and notifying them so that they can respond.

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Example 3

1. Department and Project Title:

People Point Customer Improvement Project: Effective Outreach and Public Engagement.
Departments involved include: HSD, SPU, SCL, Parks, DON and community partners.

2. Briefly describe the proposed action and the desired results:

The goal of the Outreach Subcommittee is to conduct comprehensive research on how the City & associated service agencies perform outreach to engage & enroll community residents for public services such as: Utility Discount Programs (UDP), Project Share, Emergency Low Income Assistance (ELIA), SPU Energy Assistance Program, LIHEAP (federal energy assistance program) Childcare, Food Programs, Healthcare and other benefits such as Seattle Vocational Institute (SVI) and Earned Income Tax Credit (EITC).

3. Who are the racial / ethnic groups affected by this program, policy or practice? How will each group be affected? What are the racial disparities related to this project?

All racial and ethnic groups are affected by this program. Barriers may include lack of resources or “know how” for customers who have Limited English Proficiency (LEP), cultural competency on various ethnic communities and outreach practices that may not fit the ethnic communities.

4. How does the proposed action expand opportunity and access for individuals (including immigrants and refugees)?

The People Point program is fundamentally about expanding access for individuals. The proposed recommendation will include cultural competency within various communities including new/existing immigrants and refugees.

5. How does the proposed action promote racially inclusive collaboration and civic engagement? Is there community support for or opposition to the proposal? Why?

There is still a lot of opportunity to improve racially inclusive collaboration and civic engagement. There is support from the community but due to the timeline, timely participation from other important community voices and experiences may be limited.

6. How does the proposed action affect systemic change (address institutional racism)?

This proposed action may affect systemic change in various ways. First, the comprehensive effort of training, measuring and evaluating effectiveness will send a clear message that our actions have to be intentional and respectful of the diverse communities that we are serving. Second, centralizing the outreach effort is essential for effectiveness as well as cost benefit analysis. This will help overseeing overall effort and that Best Practices are utilized.

7. How does the proposed action educate on racial issues?

Cultural Competency Training, improving upon best practices and overall program & outreach measurement & evaluation will help promote education and on-going use of best practices. Specific goals and measurement of who we are serving, which communities are receiving contract funds and other resources provide an indicator if we are reaching various communities in an equitable and respectable manner. The partnerships with our “trusted advocate model” will also help us to learn more about their communities.

8. How does the proposed action support work force equity and/or contracting equity?

Understanding who, how and where our programs funds are disseminated is an important indicator in providing equitable contracting practices. It is not enough to be present and have partnerships between various grassroots CBOs; this model should include measurements as well as follow-up analysis for on-going improvement.

9. How does this action help to achieve greater racial equity? Describe the resources, timelines, and monitoring that will help ensure success.

The proposed centralized outreach model should achieve the goal of assessing program measurement, success and on-going improvement. Another potential is “spot audits” to help ensure that best practices are exercised and achieved across the board. The timeline for revamping outreach should be staggered and on-going feedback & dialogue from front line staff as well as intake staff who are out in the field.

10. Are there any unintended consequences on racial equity? Are there strategies to mitigate any negative impacts?

There may be potential unintended consequences; however, honest and holistic program measurement and accountability should help to mitigate the inequities. A six month evaluation would be very helpful.

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ATTACHMENT 1: RSJ Budget and Policy Toolkit Key Definitions

Definitions	
Budget issue paper	A proposal put forth by a City department to the Mayor that identifies an issue to be considered within the context of development of the City's budget, often including an increase or decrease in funding.
Budget and policy filter	A set of two questions designed to help (1) determine how newly proposed or updated policies (including budgets and legislation) align with RSJI and (2) screen for potential unintended consequences that might increase racial inequity. The purpose of these questions is to enable decision-makers to see a more complete picture when choosing a course of action on a proposal, not just a budget or political perspective.
Capacity building	Increasing the knowledge of and tools used by city staff to achieve race and social justice
Economic / contracting equity	Efforts to achieve equitable racial outcomes in the way the City spends resources, including goods and services, consultants and contracting
Immigrant and refugee access to services	Government services and resources are easily available and understandable to all Seattle residents, including non-native English speakers. Full and active participation of immigrant and refugee communities exists in Seattle's civic, economic and cultural life.
Institutional racism	Organizational programs, policies or procedures that work to the benefit of white people and to the detriment of people of color, usually unintentionally or inadvertently.
Multiculturalism	Equal rights and respect accorded to all cultural groups. Multiculturalism creates the conditions for understanding, respect and interaction between cultures and equality of opportunity for all cultures.
Outreach	Activities to contact and potentially develop working relationships with specific individuals and/or groups for purposes including, but not restricted to, sharing information, education, or service provision
Public engagement	Activities that enable community members to effectively engage in deliberation, dialogue and action on public issues and in the design and delivery of public services.
RSJ best practices criteria	Criteria to assess whether a given policy or program is effective at achieving race and social justice

Definitions	
Racial disparity	Differences in outcomes or community conditions based on race. Examples include different outcomes in health, education, environment and criminal justice outcomes based on race.
Racial equity	Advantage and disadvantage cannot be predicted based upon race.
Workforce equity	<p>The City's overall workforce diversity reflects the diversity of the population living in Seattle. The City:</p> <ul style="list-style-type: none"> • Meets voluntary federal diversity goals; • Increases upward mobility opportunities for workers in low-wage occupation groups with high concentrations of workers of color; • Increases diversity in occupational groups where overall diversity is low or some racial groups are significantly under-represented; and • Promotes fair and equitable access to advancement and career development opportunities for all employees.

ATTACHMENT 2: RSJI Departmental Liaisons

<p>Julie Nelson SOCR Director Tel: 3-7822 Cell: 255-6914</p>	<p>Glenn Harris RSJI Manager Tel: 3-5199 Cell: 255-7556</p>	<p>Darlene Flynn RSJI Policy and Development Lead Tel: 4-0291 Cell: 255-8553</p>	<p>Scott Winn RSJI Policy and Development Lead Tel: 4-4541 Cell: 255-8830</p>	<p>Jacque Larrainzar Policy & Outreach Manager Tel: 4-4533 Cell: 423-0482</p>	<p>Elliott Bronstein Public Information Tel: 4-4507</p>	<p>Brenda Anibarro Policy Analyst Tel: 4-4514</p>
<p>RSJI responsibilities</p> <ul style="list-style-type: none"> • RSJI oversight • Co-chair Workforce Equity and Advisory Committee • Departmental management support <p>Dept. liaison for:</p> <ul style="list-style-type: none"> • Executive • Police • City Council • Law • Small Departments 	<p>RSJI responsibilities</p> <ul style="list-style-type: none"> • Overall RSJI leadership • Outreach and public engagement • RSJI Community Roundtable • Departmental management support <p>Dept. liaison for:</p> <ul style="list-style-type: none"> • Arts • Civil Rights • Executive Administration • Human Services • Neighborhoods • Planning and Development • Public Utilities 	<p>RSJI responsibilities</p> <ul style="list-style-type: none"> • Capacity Building, including overall coordination • Change Team leads • RSJI Core Team <p>Dept. liaison for:</p> <ul style="list-style-type: none"> • Economic Development • Fire • Fleets and Facilities • Housing • Parks and Recreation 	<p>RSJI responsibilities</p> <ul style="list-style-type: none"> • RSJI Community Roundtable • RSJI Core Team <p>Dept. liaison for:</p> <ul style="list-style-type: none"> • Economic Development • Fire • Fleets and Facilities • Housing • Parks and Recreation 	<p>RSJI responsibilities</p> <ul style="list-style-type: none"> • Coordinates with DEA on contracting equity • Coordinates with DON on Immigrant and Refugee Action Plan <p>Dept. liaison for:</p> <ul style="list-style-type: none"> • Economic Development • Fire • Fleets and Facilities • Housing • Parks and Recreation 	<p>RSJI responsibilities</p> <ul style="list-style-type: none"> • Communication • Coordinates with DON on Interpretation and Translation policy <p>Dept. liaison for:</p> <ul style="list-style-type: none"> • City Light • Information Technology • Personnel • Seattle Center • Transportation 	<p>RSJI responsibilities</p> <ul style="list-style-type: none"> • RSJI e-newsletter • Special events <p>Dept. liaison for:</p> <ul style="list-style-type: none"> • City Light • Information Technology • Personnel • Seattle Center • Transportation

APPENDIX B: ADDITIONAL RESOURCES

- **Eugene:**
 - City of Eugene Office of Sustainability, [The Triple Bottom Line: Resources and Overview](#)
- **Portland**
 - Portland Human Rights Commission, [Analysis of the Joint Terrorism Task Force](#) (2011)
 - Portland Human Rights Commission, [Impact Analysis of Secure Communities](#) (2010)
- **San Francisco**
 - San Francisco Department on the Status of Women, [Human Rights in Action: San Francisco's Local Implementation of the United Nations' Women's Treaty \(CEDAW\)](#)
 - San Francisco Department on the Status of Women, [Gender Analysis Reports by City Departments](#)
- **Seattle**
 - Executive Order 2014-02 (2014), [Race and Social Justice Initiative](#)
 - Seattle Race & Social Justice Initiative, [Accomplishments 2009-2011](#)
 - Seattle Race & Social Justice Initiative, [RSJI Outcomes, Strategies and Actions \(ROSA\) database](#)
- **King County**
 - King County Equity and Social Justice, [Tools and Resources](#)
 - Ordinance 16948 (2010), [Establishing Definitions and Directing Implementation Steps Related to the Fair and Just Principles of the Adopted 2010-2014 Countywide Strategic Plan](#)
- **General:**
 - Aberdeen City Council, [Equality and Human Rights Impact Assessment - the Guide](#) (2012)
 - Center for Economic and Social Rights, [The OPERA Framework: Assessing compliance with the obligation to fulfill economic, social, and cultural rights](#)
 - Columbia Law School Human Rights Institute, [Bringing Human Rights Home: How State and Local Governments Can Use Human Rights to Advance Local Policy](#) (2012)
 - Human Rights Impact Resource Centre, [HRIA Tools and Instruments](#)
 - Norwegian Agency for Development Cooperation (NORAD), [Handbook in Human Rights Assessment: State Obligations, Awareness, and Empowerment](#) (2001)
 - Office of the High Commissioner for Human Rights, [Human Rights Indicators: A Guide to Measurement and Implementation](#) (2012)
 - Vermont Worker's Center, [Human Rights Principles for Healthcare](#)
 - Victoria Equal Opportunity and Human Rights Commission, [Administration of Local Government and Human Rights: Australian Assessment Tools](#)
 - World Health Organization, [Impact Assessments, Poverty and Human Rights: A Case Study Using The Right to the Highest Attainable Standard of Health, World Health Organization, Health and Human Rights Working Paper Series No. 6](#) (2006)