

The ICMA logo is displayed in white, bold, sans-serif capital letters within a dark blue rectangular box. The background of the slide features a silhouette of a diverse group of people of various ages and ethnicities standing in front of a city skyline at sunset. The sky is a gradient of blue and orange, with the sun low on the horizon, creating a warm glow. The silhouettes of the people are dark against the lighter background, and the city buildings are also silhouetted against the horizon.

ICMA

Improving Equity

with the Right Tools

October 20, 2020

Today's Speakers



Roberto Montoya
GARE



Manisha Paudel
City of Des Moines, IA



Aimee Kane
City of Boulder, CO



Siri Russell
Albemarle County, VA



Improving Equity with the Right Tools

Government Alliance on
Race and Equity



LOCAL AND REGIONAL
GOVERNMENT ALLIANCE ON
RACE & EQUITY

Quién soy? (Who am I?)



Roberto Montoya (he, him, el, ello)

**GARE West
Regional Manager**

Roberto brings nearly 20 years of corporate, higher education, and governmental experience to Race Forward. Before joining the Race Forward team Roberto worked for the City and County of Denver as the Manager of Diversity and Engagement at the Denver International Airport (DEN). During his time with the DEN Roberto worked on numerous initiatives that focused on race and social justice with the goal of elevating equity and enabling engagement. He has also taught several undergraduate and graduate courses at the University of Colorado Denver in the School of Education that focus on the social foundations of race in education and society. He is the founder and CEO of the Prximity Group, a diversity and equity consulting firm that focuses on the intersection of theory, practice, and place.

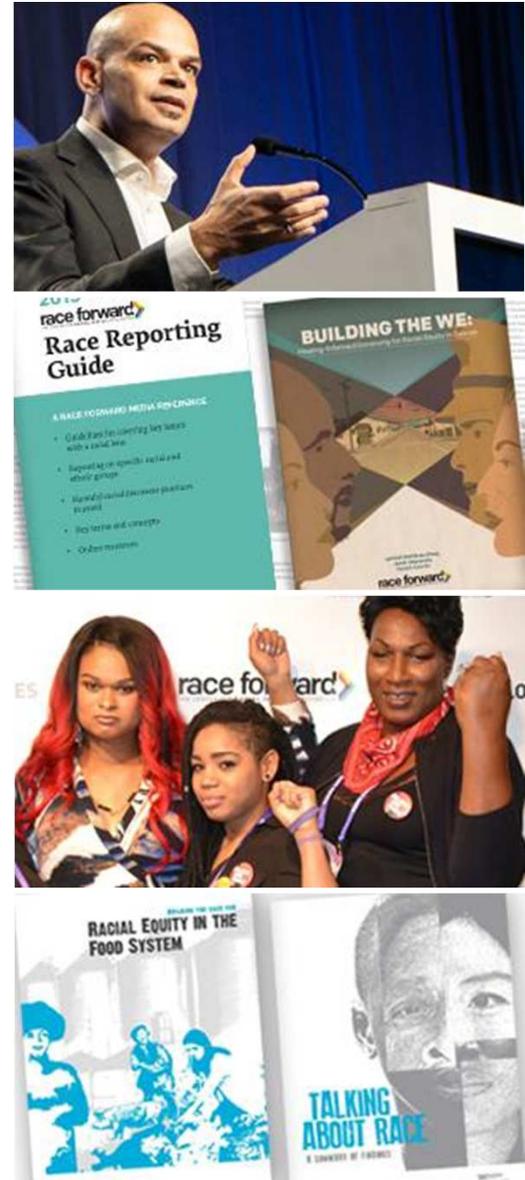
Roberto hosts a podcast called Theory Heads, serves on the advisory board for the Denver Agency for Human Rights and Community Partnerships, and is a member of the United States Tennis Association Colorado's Hispanic Engagement Initiative Task Force. He has twelve peer-reviewed publications focusing on Latino Critical Race Theory, Educational Equity, Speculative Race Fiction, and Critical Race Parenting. Roberto holds a B.S. in Political Science from Colorado Mesa University, an M.A. in Ethnic Studies from Regis University, and is a Ph.D. Candidate at the University of Colorado Denver.



About Race Forward

Race Forward catalyzes movement building for racial justice.

In partnership with communities, organizations, and sectors, we build strategies to advance racial justice in our policies, institutions, and culture.



Our Work Includes

- Colorlines
- Facing Race Conference
- GARE (Government Alliance on Race and Equity)
- & More: Research, Policy, Movement & Capacity Building, and Narrative, Arts & Culture



Government Alliance on Race & Equity

A national network of government working to achieve racial equity and advance opportunities for all.

- ✓ Core network = 210 members and growing!
- ✓ State agencies = 15; Regional agencies = 10+
- ✓ Expanded network = 29 states / 150+ cities (+Canada)
- ✓ Provide tools to put theory into action



Why Government Matters?

- Only institution to scale to temper the market
- Only institution to respond to Federal government
- Largest employer of people of color (16% or 1 in 6)
- Infrastructure and resources to sustain racial equity
- Anti-government attacks are racialized
- Public sector shapes narrative, locally and nationally



GARE Strategies

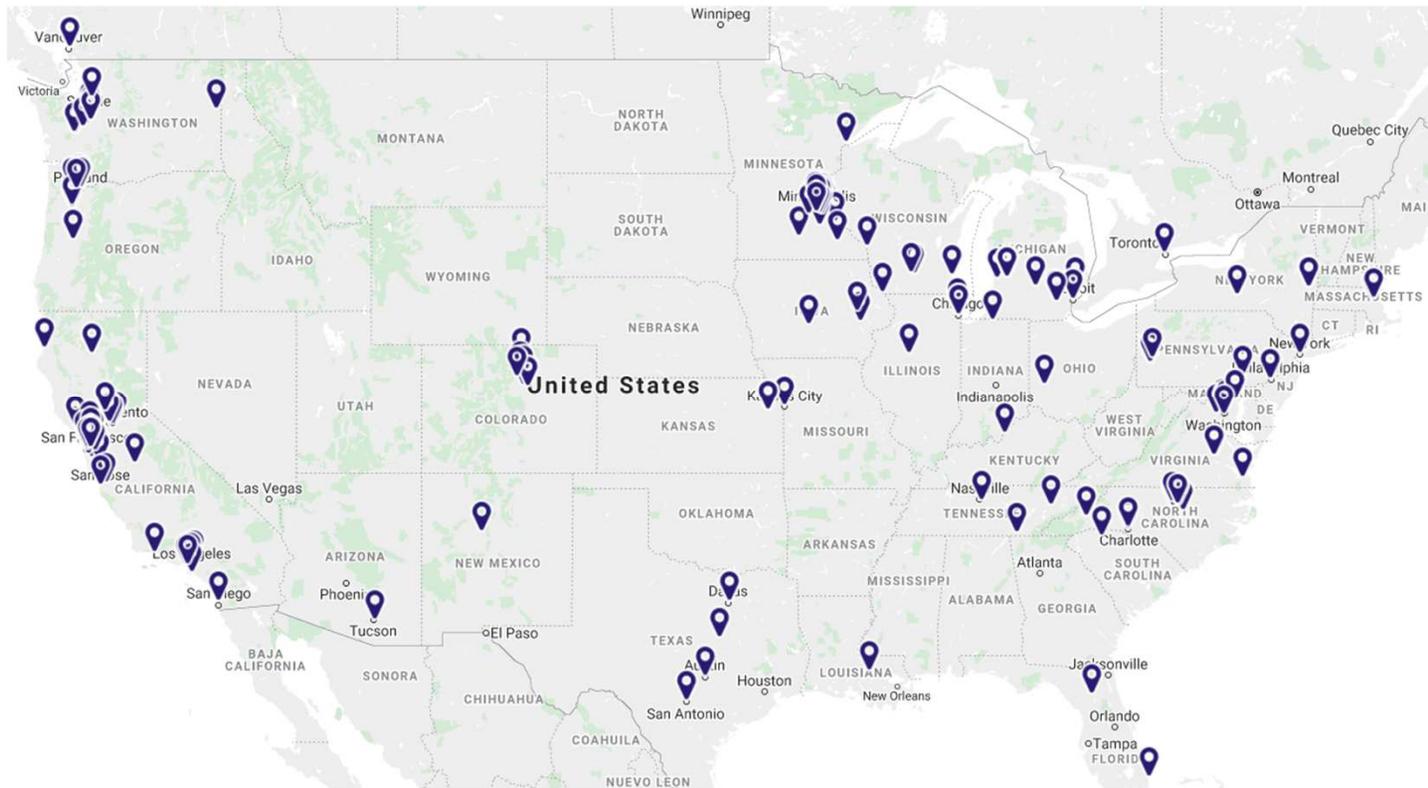
1. Organizing a membership network of jurisdictions that are working to advance racial equity
2. Expanding pathways for new jurisdictions to begin doing racial equity work via work with individual jurisdictions
3. Supporting and building local and regional collaborations that are broadly inclusive and focused on achieving racial equity



The GARE Network

Learn more here:

<https://www.racialequityalliance.org/where-we-work/jurisdictions/>

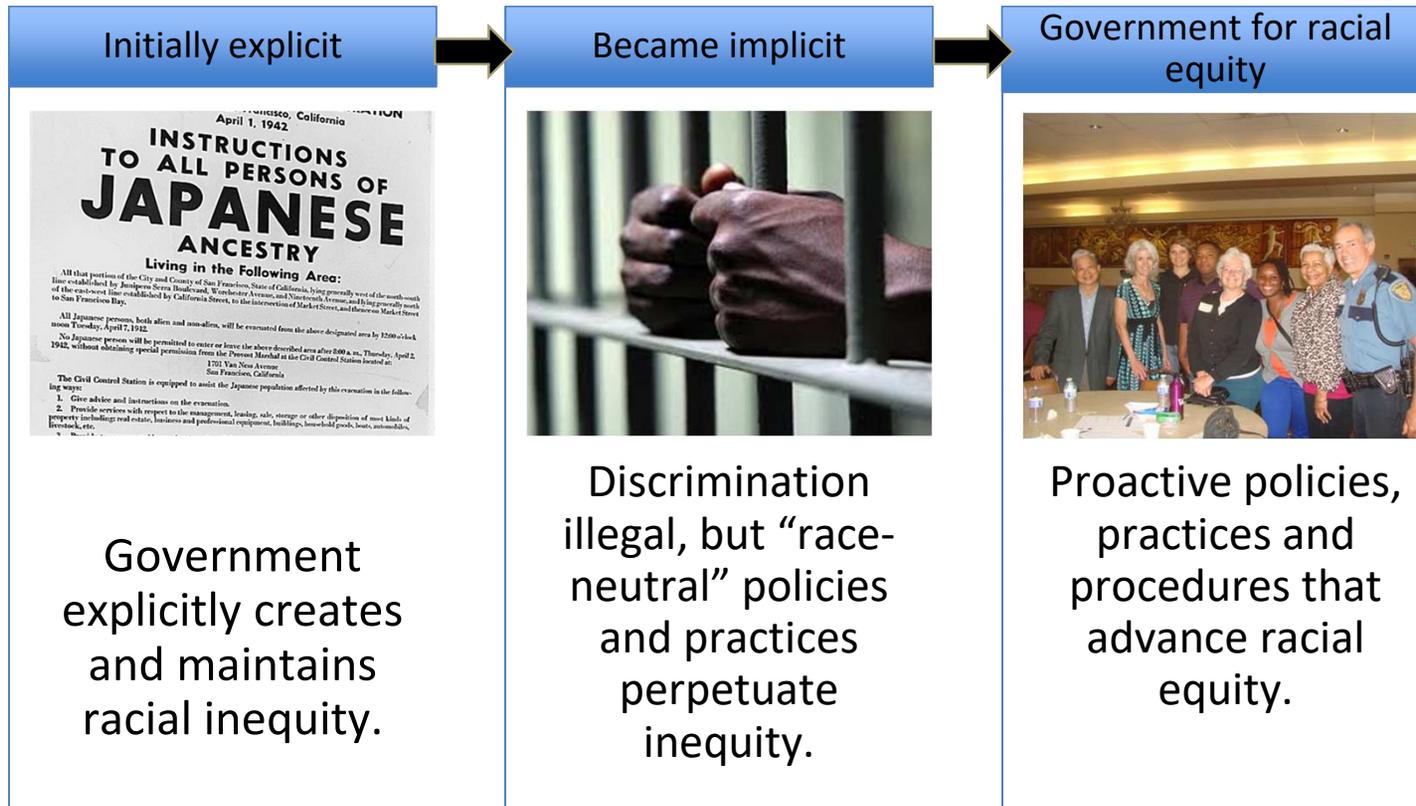


The Role of Government

Values and realities

- All men are created equal
- With liberty and justice for all
- Government of the people, by the people, for the people, shall not perish from the earth

History of Government and Race



Why we lead with race

- Racial inequities deep and pervasive
- Racial anxiety on the rise – race is often an elephant in the room
- Learning an institutional and structural approach can be used with other areas of marginalization
- Specificity matters

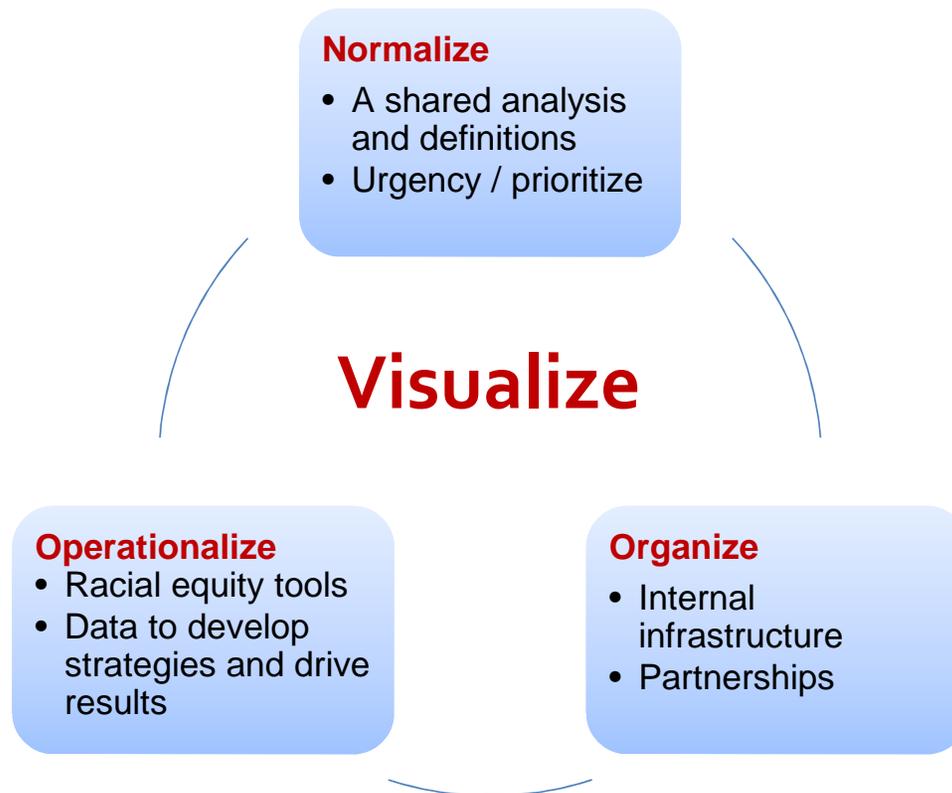
*Race explicit, but not exclusive:
always bring an “intersectional” analysis*

Racial inequity in the U.S.

From infant mortality to life expectancy, race predicts how well you will do...



National best practice



Early Experiences with Race:

1. How racially diverse was your neighborhood growing up? What message(s) did you get about race from living there?
2. When was the first time you had a teacher of a different race? How often did this occur? When was the first time you had a teacher of the same race? How often did this occur?
3. When / how did you first realize that races were treated differently in society? Who helped you make sense of that difference in treatment, and how did they do so?
4. When did you first work in a community that was racially different from the one you grew up in?

Racial equity means:

“Closing the gaps” so that race does not predict one’s success, while also **improving outcomes for all**

To do so, we must:

- ✓ Target strategies to focus improvements for those worse off
- ✓ Move beyond “services” and focus on changing policies, institutions and structures

“Race thought is never easy—it is full of tension, ripe with contradictions, and needs all the help it can recruit. The analysis should be as complex as the topic itself,” (Leonardo, 2013, p. xv).

Leonardo, Z. (2013). *Race frameworks: A multidimensional theory of racism and education*. Teachers College Press.

Contact Info

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CITY OF DES MOINES EQUITABLE SERVICES TEAM

DEFINING EQUITY

A condition which **deliberately** creates choices, access, and opportunities for ALL PEOPLE to fulfill their basic needs, advance their well-being, and achieve their full potential.

WHAT DOES A DESIRABLE NEIGHBORHOOD HAVE OR LOOK LIKE?

- Sidewalks
- Trees
- Safety
- Crime-Free
- Library
- No graffiti
- Clean
- Educated
- Quiet
- Gated
- Bike Trails
- Educated community
- Natural Spaces
- Public Schools
- People interactions
- No junk/debris
- Bus stops nearby
- Access to trails
- Diversity of people
- Healthy and Happy
- Close to work
- Pride in the neighborhood
- Financial institutions and jobs
- Well-maintained houses
- Well-maintained streets and bridges
- Amenities (Restaurants)
- Low traffic and quiet
- Well Maintained lawns, nice landscaping
- Recreation field and pool
- People know each other
- Neighbors helping each other
- Starter home to senior housing options

15
MONTHS
LATER..

Bring ONE department-specific project, process, law, policy, or practice.

Example: one-time street clean-up project; Recruitment strategy; Ordinance language; social media policy; procurement process; public meeting practice/norms.

- Department and Project/Program/Policy Title:
- Briefly describe the proposed action and the desired results:
- Which groups (identity) affected by this program, policy or practice? How will each group be affected? What are the racial disparities related to this project?
- How does the proposed action expand opportunity and access for individuals to City services?
- How does the proposed action promote inclusive collaboration and civic engagement? Is there community support for or opposition to the proposal? Why?

- How does the proposed action affect systemic change (address institutional inequities)?
- How does the proposed action educate on equity?
- How does the proposed action support work force equity and/or contracting equity?
- How does this action help to achieve greater equity? Describe the resources, timelines, and monitoring that will help ensure success.
- Are there any unintended consequences on equity? Are there strategies to mitigate any negative impacts?

CITY OF DES MOINES EQUITY ASSESSMENT (PILOT)



PROPOSED EQUITY TOOLKIT

- “Offering alternative solutions with less expense. Possibly improve the overall health of individuals-they may be more proactive with their healthcare”
- “For those who may be lower income/don’t own a car/are unable to drive, sidewalks are open opportunities to access different needs. Walking also promotes health and improves safety (e.g. kids not standing in street or snow when waiting for a bus). Accessibility.”

PROPOSED EQUITY TOOLKIT

- “Giving all residents in the community a voice. Recommendation to the City Manager’s Office on what we can do to diversify boards and commissions. Evaluate the baseline. Balance shifted or not. Appoint people from all demographics.”
- “Making people feel like their input is valued/wanted on projects gets more people involved in processes to address any concerns.”

The ICMA logo is displayed in white, bold, sans-serif capital letters on a dark blue rectangular background. The background of the slide is a photograph of a mountain range with snow-dusted peaks and evergreen trees under a clear blue sky.

ICMA

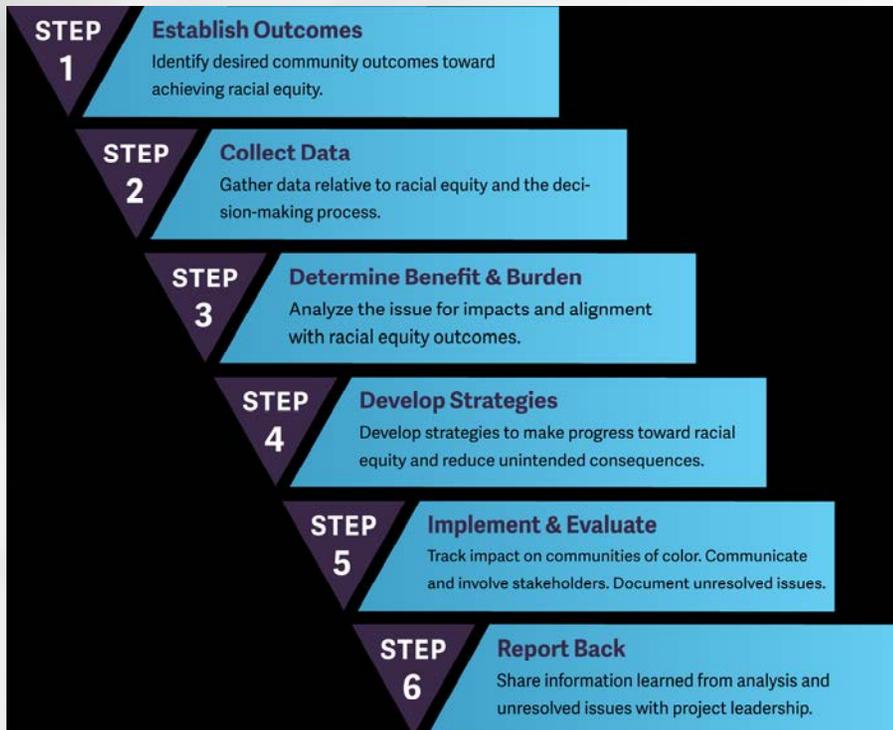
City of Boulder

The “Right” Tools

Aimee Kane, Equity Program Manager

-
- City's Racial Equity Instrument
 - COVID-19 & The Rapid Response Racial Equity Assessment (RRREA)
 - Implementation with Budget
 - Equity Lenses and Pilot Projects

City's Racial Equity Instrument



COVID-19 & The Rapid Response Racial Equity Assessment (RRREA)



COVID-19: Rapid Response Racial Equity Assessment

1. What is the policy, activity or budget decision that could impact racial equity?
2. Who is or will experience burden based on the decision?
3. Who is or will experience benefits?
4. What strategies might mitigate or avoid unintended consequences for people of color?

Implementation with Budget

- **With collaboration and inclusion.** The goal is to challenge our assumptions in a productive manner. That means consulting with staff & community who have different backgrounds, perspectives and experiences.
- **For any and all types of decisions,** at any and all levels of our city government.
- **Quickly.** City staff are all busy and focused on essential services, and our community members need us to work swiftly to address their needs.
- **As comprehensively as possible.** Our intention should be holistic assessments, with maximum positive impact.
- **With assistance from trained staff.** You don't have to do this alone! Call on your colleagues for help.

Equity Lenses and Pilot Projects

2020 opportunities -

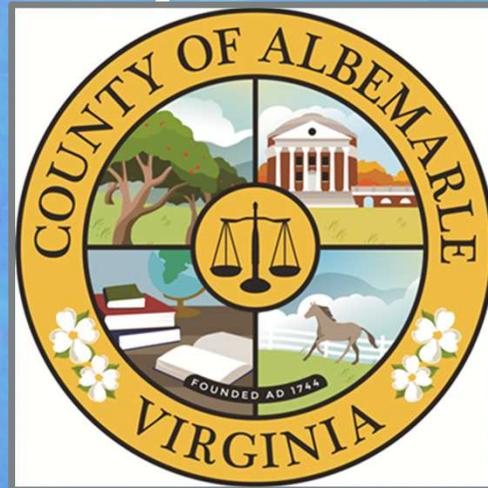
- Manufactured Housing Amendments
- Racial Equity Plan
- Process of Master Plans: including Police Master Plan and Boulder Parks & Rec Master Plan

2021 – opportunity to utilize the instrument in prioritizing what is moving forward on the work plan next year . . .

- Minimum Wage
- Noise Ordinance
- Parking Code
- Middle Income Down Payment Assistance Program



Putting The Tools Together



01

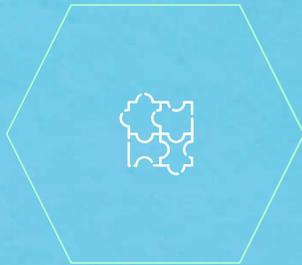
Introductions

Hey Girl Hey!

Mother
Failed Yogi
Self-Care Enthusiast
Thought Partner
Wannabe Power
Ranger



About Albemarle County, VA



Mid-size
county

On Our Growing
Edge



Urban/Rural

To enhance the well-being and quality of life
for all citizens through the provision of the
highest level of public service consistent with
the prudent use of public funds.

—Albemarle
County Mission
Statement



DIVERSITY
of people,
perspectives



EQUITY
in policy, practice
& position



INCLUSION
via power, voice &
organizational culture



Throwing Hands

02

Our Best Tools...



03

Things That Don't Make
Dreams Come True

Roadblocks Abound

Lack of
Benchmarks

Manual
Processes

Data
Inconsistency

Limited Staff
Resources

Pushing For Progress

Aspirational
Localities

Walking with
the Willing

Reasonable +
Consistent

Phone a
Friend

04

Equity Impact Assessment
Pilot + Equity Atlas

Impact Assessment Pilot

Partnership w/ UVA Equity Center + School
of Architecture

Land Use Emphasis

Focus On What We Can Answer Right Now

Regional Indicators

Visualizing the greater Charlottesville Region

Counties

- Albemarle County Augusta County Buckingham County
- Charlottesville city Fluvanna County Greene County Louisa County
- Madison County Nelson County Orange County Staunton city
- Waynesboro city

Select/Unselect All

Select a Geographic Level:

- County Census Tract Block Group

Limit Indicator by Category

Health Housing Indices Jobs, Wages & Income People Youth & Education

Primary Indicator:

Estimated Population

Secondary Indicator:

None

Select a Year

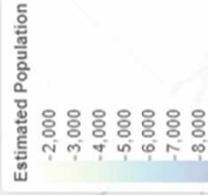
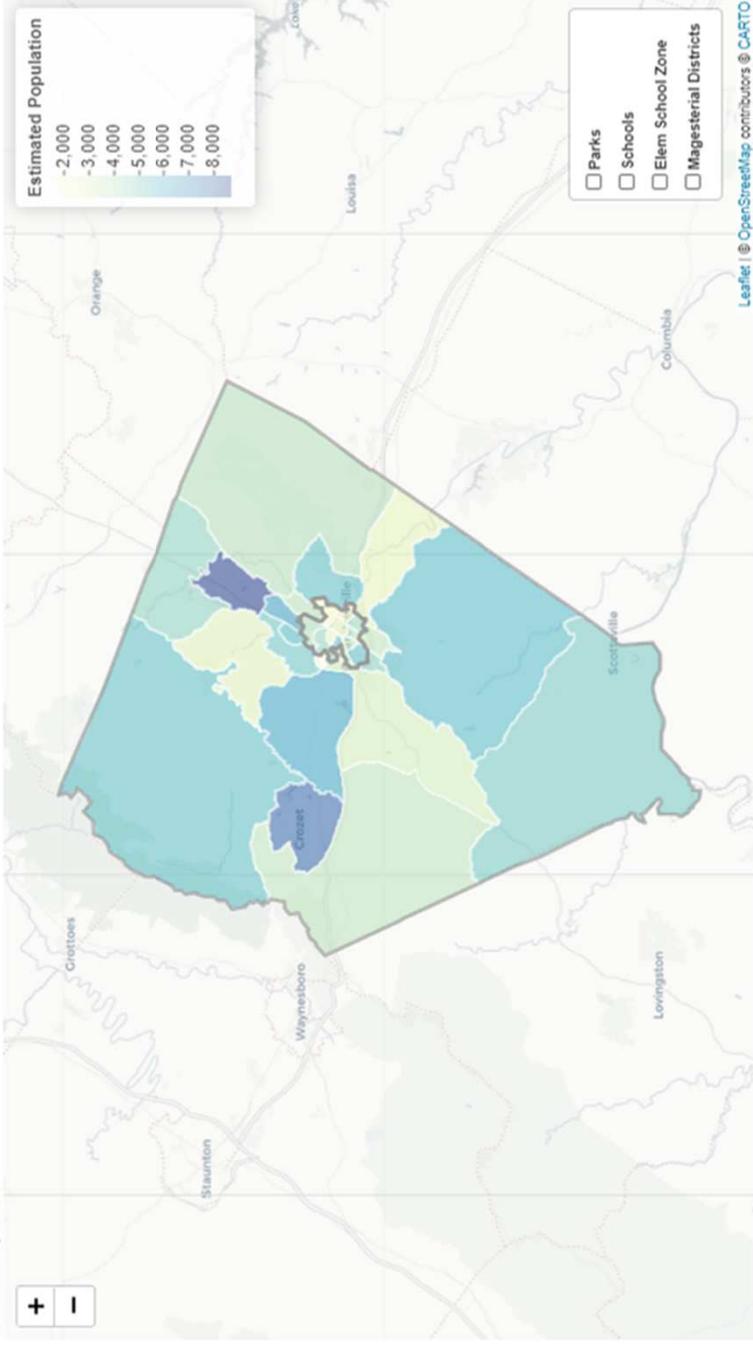


Select a Base Map:

- Minimal Detailed

Map of Primary Indicator Map of Secondary Indicator Data Table

Estimated Population



- Parks
- Schools
- Elem School Zone
- Magisterial Districts

Leaflet | OpenStreetMap contributors | CARTO

U.S. Census Bureau, American Community Survey 5-year estimates 2014-2018 (Table B01003). Accessed January 2020 using tidycensus.

Regional Indicators

Visualizing the greater Charlottesville Region

Counties

- Albemarle County
- Augusta County
- Buckingham County
- Charlottesville city
- Fluvanna County
- Greene County
- Louisa County
- Madison County
- Nelson County
- Orange County
- Staunton city
- Waynesboro city

Select/Unselect All

Select a Geographic Level:

- County
- Census Tract
- Block Group

Limit Indicator by Category

Health | Housing | Indices | Jobs, Wages & Income | People | Youth & Education

Primary Indicator:

Percent of Children in Poverty

Secondary Indicator:

None

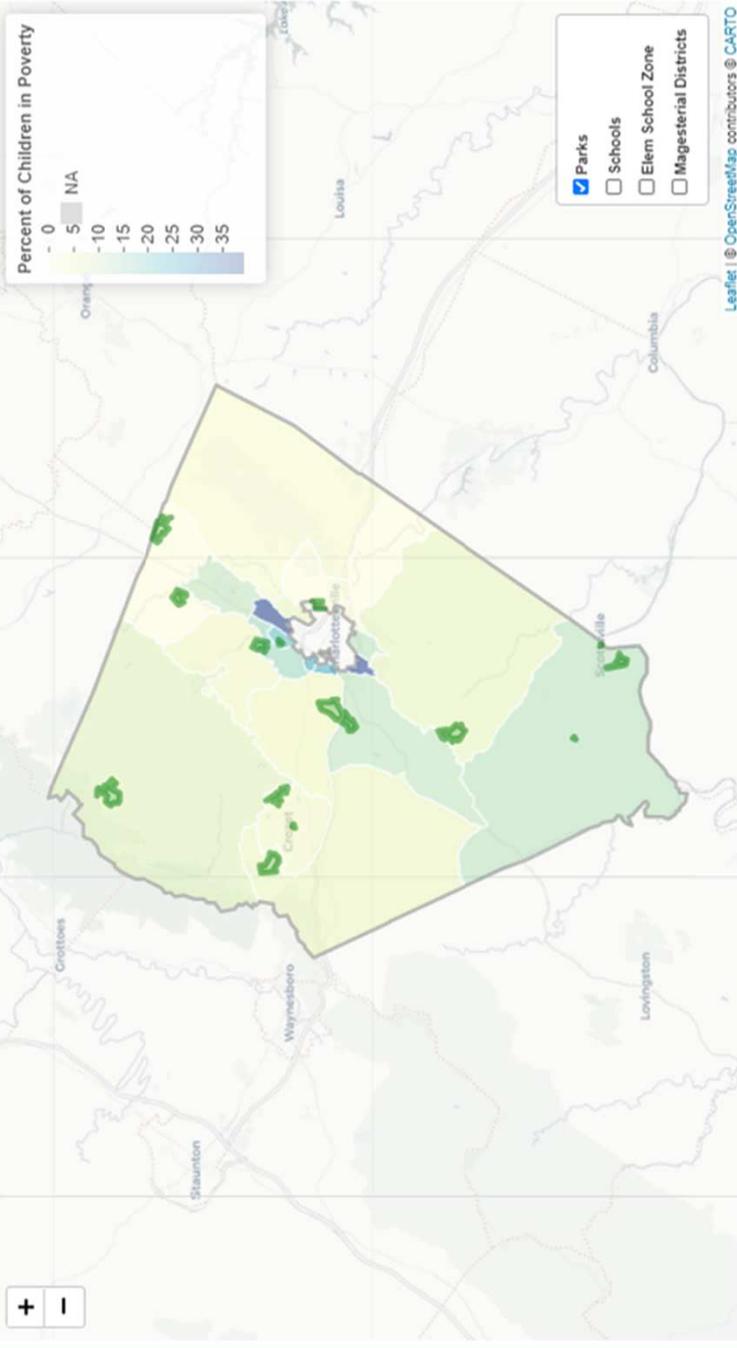
Select a Year

2018 2019 2020 2021 2022

Select a Base Map:

Map of Primary Indicator Map of Secondary Indicator Data Table

Percent of Children in Poverty



U.S. Census Bureau, American Community Survey 5-year estimates 2014-2018 (Table S1703). Accessed January 2020 using tidycensus.

Leaflet | © OpenStreetMap contributors © CARTO

Regional Indicators

Visualizing the greater Charlottesville Region

- Counties**
- Albemarle County Augusta County Buckingham County
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 - Waynesboro city

Select/Unselect All

- Select a Geographic Level:**
- County Census Tract Block Group

- Limit Indicator by Category**
- Health Housing Indices Jobs, Wages & Income People Youth & Education

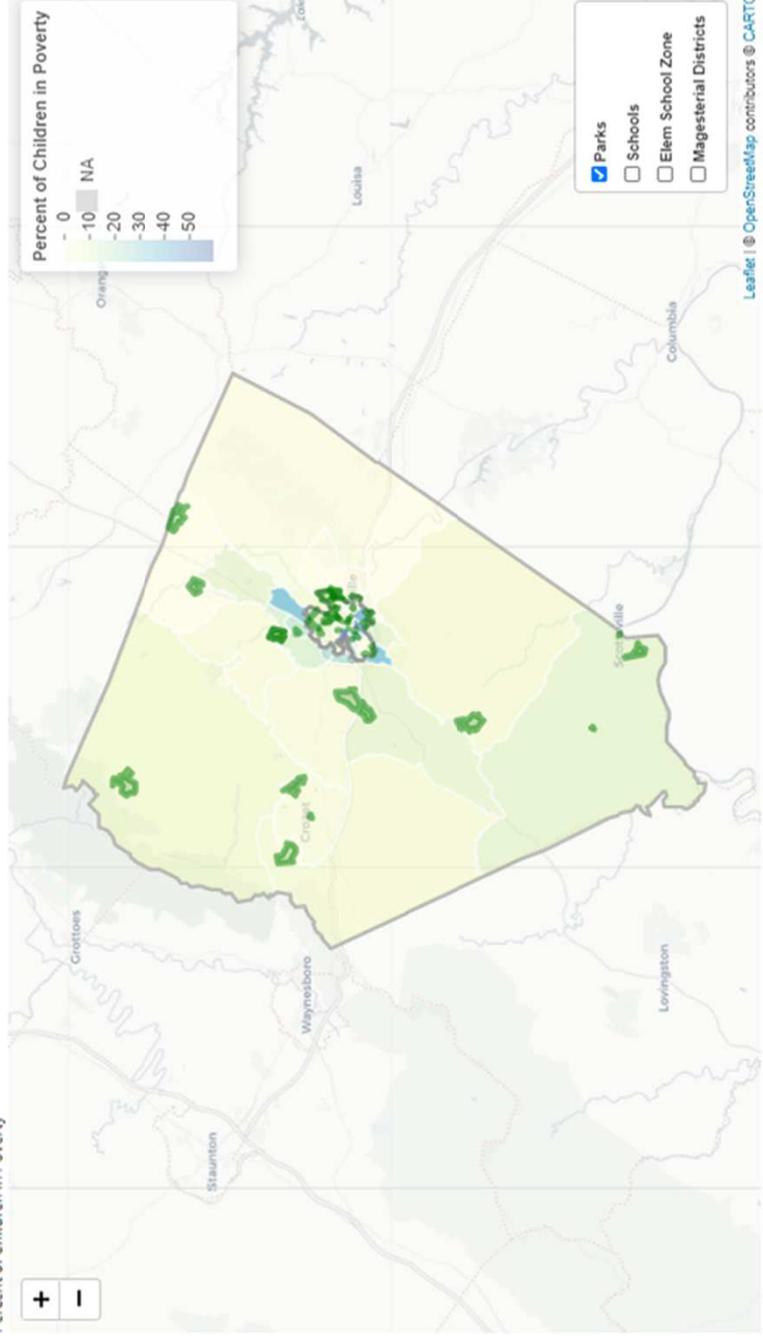
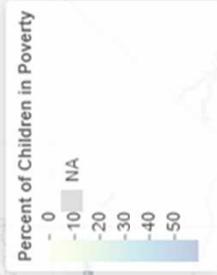
Primary Indicator: Percent of Children in Poverty

Secondary Indicator: None

Select a Year 2018

Map of Primary Indicator Map of Secondary Indicator Data Table

Percent of Children in Poverty



- Parks
- Schools
- Elem School Zone
- Magisterial Districts



Stay Connected

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ICMA

INTERNATIONAL CITY/COUNTY
MANAGEMENT ASSOCIATION