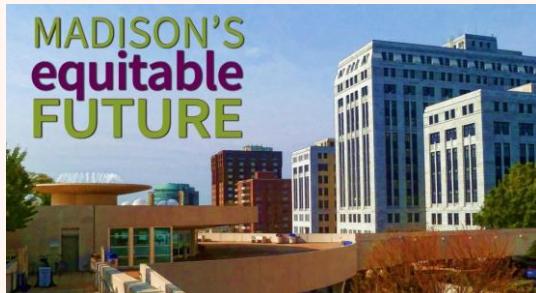




# RACIAL EQUITY AND SOCIAL JUSTICE TRAINING 2018

Department Heads, Elected Officials, & Budget Contacts



## Training Objectives

The objectives for today's session are:

- Learn about the Racial Equity and Social Justice Initiative and why it is a priority in city operations
- Understand best practices in applying a racial equity analysis
- Develop skills in applying and leading racial equity analysis

## Conversation Guidelines

Be here and  
be present

Think well of  
each other

Intent v.  
Impact

Hard on  
systems, soft  
on people

Keep  
confidentiality

Share the  
space

Expect  
unfinished  
business

Avoid  
assumptions,  
ask questions

Pause,  
paraphrase,  
inquire



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# Racial Equity and Social Justice Initiative

## RESJI Mission

Establish racial equity and social justice as a core principle in all decisions, policies and functions of the City of Madison.

## RESJI Vision

Living wage jobs, safe neighborhoods, high-quality education, a healthy, sustainable natural environment, parks, and green spaces, efficient public transit, affordable and safe housing and healthy food are afforded to all residents;

The benefits of growth and change are equitably shared across our communities; All residents have opportunities for fair and just inclusion in public processes and decisions; and

One's future is not limited by race, ethnicity, gender, sexual orientation, disability, age, income, place of birth, place of residence or other group status.

## Priority Areas



### Equity in City Operations

- Employees are treated equitably
- Employees have access to training about racial equity and social justice
- Our day to day activities in our departments are done with equity in mind

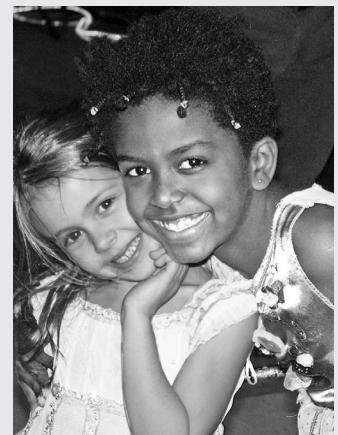
### Equity in City Policies and Budgets

- Legislation, including ordinance and resolutions, are crafted considering the needs of those who stand to be most impacted, particularly communities of color and low income communities
- Our budget is developed in a way the community understands and is rooted in community input

### Equity in the Community

- Strong partnerships developed with community members accessing local government
- City government is accountable to those who stand to be most impacted by the functions of the city
- Positive health and life outcomes are achieved by everyone regardless of their race or socioeconomic background

“Imagine a Madison where all residents have opportunities for fair and just inclusion in public processes and decisions”



Racial Equity & Social Justice Initiative

# Racial Equity and Social Justice Initiative

## Frequently Asked Questions

### Why Focus Internally?

RESJI is working to create change in the areas we can have the strongest initial impact, like departmental operations, hiring, budgeting, and policymaking. The initial RESJI recommendations include ways to engage and support communities and neighborhoods in more sustained and authentic ways. Our partners in the community have been leading the way on racial equity and social justice in their own communities, and we will continue supporting and aligning with their efforts in every way we can.

### Why focus on race?

RESJI's explicit focus on racial equity is in direct response to racial disparities documented in the Wisconsin Council on Children and Families' (WCCF) Race to Equity report released in September 2013. Efforts that address poverty and other social conditions without specifically focusing on race can actually widen racial inequities. For example, programs that are designed to help women gain employment are valuable, but women of color suffer joblessness at a higher rate than women in general.

### Who is involved in RESJI?

Representatives from each city department participate on the core team, as well as leading change in their own departments. Department heads have received training in RESJI and are key partners. RESJI is interested in strengthening the City of Madison's connections to the community to promote accountability and transparency.

### When will the impact of RESJI be visible?

RESJI has celebrated several early wins, including the development and piloting of the RESJI equity impact analysis tool, departments adopting equity in their mission statements with a strong focus on equity in their work planning, serving as a partner to the Dane County RESJ team, and training many employees and elected officials in Dane County. Racial disparities have been formed over the course of centuries in the United States. We have a long term focus, as we want to build sustainable capacity to make the urgent, deliberate, and monumental change that is needed. We often say RESJI work is a marathon, not a sprint.

### How will progress be measured?

Community engagement, transparency, communication, and data are key parts of measuring RESJI's work. The RESJI team has several important data points that can be used to track the City's progress, such as employment demographics and demographics of the city's commissions and committees. There are also many external data points that RESJI is organizing to set a roadmap for progress and success. We also plan to regularly check-in with community members to track our progress.

### How is RESJI different from past efforts to address racism?

RESJI is an urgent, deliberative shift in the way that the City approaches race and equity. Through the development and application of a racial equity impact analysis tool, RESJI is focused on addressing institutional racism within the City's institutional structure. Past efforts focused primarily on programs targeted at individuals, RESJI takes a more comprehensive approach to challenging the perpetuation of institutional and structural racism.

### How do I get involved in equity work in the community?

We all occupy many spheres of influence and connection. One powerful way to get involved in racial equity work is to start the conversation within workplaces, church groups, book clubs, families, and any other social groups. Practical, day-to-day strategies and resources for learning more about and acting to promote racial equity are available from a number of local organizations and groups, including YWCA Madison and Madison Racial Justice Connections.

#### For more information:

Toriana Pettaway,  
Equity Coordinator  
City of Madison  
210 Martin Luther King, Jr.  
Blvd., Room 403  
Madison, WI 53703  
(608) 267-4915  
[tpettaway@cityofmadison.com](mailto:tpettaway@cityofmadison.com)



Racial Equity & Social Justice Initiative

# Racial Equity Social Justice Initiative

## Key Concepts and Definitions:

Ally	Ally is one whose personal commitment to dismantling oppression is reflected in a willingness to educate oneself about oppression, challenge one's own prejudices, learn and practice the skills of anti-oppression, interrupt oppressive remarks, behaviors, policies and institutional structures.
Anti-Racism	Anti-racism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.
Bias	Bias is a preference or inclination toward or against something, someone, or some group.
Bias, Explicit	Attitudes or beliefs that we endorse consciously.
Bias, Implicit	Preferences that we are unaware of.
Bias, Individual	Pre-judgment, bias, or discrimination by an individual based on race, gender, sexual orientation, etc.
Bias, Institutional	Policies, practices, and procedures that work to the benefit of certain people and to the detriment of others.
Bias, Structural	A history and current reality of institutional bias across all institutions. This combines a system that negatively impacts certain groups: people of color, women, LGBT people, etc.
Discrimination	The unjust treatment of an individual or a group of people due to their identity.
Equity	Just and fair inclusion into a society in which all, including all racial and ethnic groups, can participate, prosper, and reach their full potential.
Ethnicity	Social groups that have a common national or cultural tradition.
Historically Marginalized Groups	All groups that have not been granted equal status in law and in treatment throughout our country's history resulting in continuing inequitable treatment today.
Inclusion	Inclusion is the ability to belong and contribute while being true to one's whole self and not having to give up cultural or personal ways of being or assimilate. It is belonging.
Intersectionality	The multiple identities that every individual has, how they overlap, and how privilege and oppressed identities combine for each individual. Each combination of identities has unique oppressions and privileges.
Microaggressions	Everyday verbal, nonverbal, slights or insults which communicate hostile, derogatory, or negative messages to target non-privileged persons based solely upon their group membership. Can be both intentional and unintentional.
Multiculturalism	All identities can collaborate and dialogue with each other without having to sacrifice their particular identities.
Oppression	Oppression is prejudice toward a targeted group plus the power to unjustly distribute the resources through control of institutions, cultural attitudes, economy, and political systems. The exercise of authority or power in a burdensome, cruel, or unjust manner.
People of Color	The term refers to peoples of the Americas, Africa, Asia, the Arab world and the Pacific Islands.

Prejudice	Judgment that is not based on reason and/or actual experience. Often based on stereotypes of people based on their (actual or perceived) affiliation with a group.
Privilege	Privilege is an advantage or right that a person is born into or acquires during their lifetime. It is supported by the formal and informal institutions of society and conferred to all members of a dominant group, by virtue of their group membership.
Race	Race is a socially constructed concept that is fluid and changeable, as opposed to rigid and natural, that places individuals into categories based on appearances that are ascribed with cultural characteristics.
Racism	Racism is individual, institutional, and systematic bias and oppression based on race.
Stereotype	An exaggerated, oversimplified belief about an entire group of people without regard for individual differences.
Tokenism	The practice of including one or a limited number of diverse identities only to maintain appearances and prevent criticism. The remedy for tokenism is inclusion – allowing diverse voices to impact outcomes and inform decision making.
Transformative Leadership	An inspired and collective vision toward structural change in the areas of human rights and social justice.
White People	This term is typically understood as those people of European descent. Research demonstrates that groups of people that have been able to claim white status have changed based on legal definitions throughout our country's history.

In talking about issues of racial equity, a common vocabulary is essential to avoid misunderstandings and misinterpretations. Words often have different meanings to different people, based on their experiences. The purpose of this handout is to help avoid such misunderstandings. Not everyone will agree on the definition of every word; but everyone should have a common understanding of how words are being used in particular circumstances.

# 2018 Capital Improvement Plan

Executive Budget: Summary



# CITY OF MADISON

Paul R. Soglin, Mayor



# Equity Analysis

When building their requests, agencies were asked to identify capital budget items that could be analyzed by the City's equity tools. The list below are the projects identified by agencies.

## CDA Redevelopment

- Triangle Redevelopment
- Theresa Terrace Public Housing Redevelopment

## Community Development Division

- Bridge Lake Point Neighborhood Center
- Impact of Affordable Housing Fund

## Economic Development Division

- Property Holding Costs
- Healthy Retail Access Program
- Cooperative Enterprise Development Fund
- Entrepreneurship & Small Business Development Resource Fund
- TID # 36 – Plan Implementation Consultant Expenses

## Engineering-Bicycle & Pedestrian Projects

- Safe Routes Grant
- Pedestrian / Bike Enhancements

## Engineering-Facilities

- Sustainability Fund
- Parks Improvements

## Engineering-Major Streets

- Darbo Webb Connection
- E Johnson St
- Neighborhood Traffic Management & Pedestrian Improvements

## Engineering-Other Projects

- Right of Way Landscaping & Trees

## Fire Department

- Fire Station 6
- Fire Station 10

## Fleet Services

- Fire Maintenance, Fleet Service, and Radio Shop Relocation

## Information Technology

- Tax System Replacement

## Library

- Reindahl Park Library

## Metro Transit

- Transit Coaches:
- Facilities and Improvements:
- Bus Rapid Transit (BRT):

## Monona Terrace

- Common Area Upgrades
- Equipment Needs

## Parking Utility

- Garage Lighting Replacement Project

## Parks Division

- Elver Park All-Inclusive Playground
- Warner Park Community Recreation Center Expansion
- Public Drinking Fountains (Bubblers)
- Vilas Park Improvements
- Reindahl Park Improvements

## Planning Division

- Municipal Art Fund – Conservation of Existing Art

## Police Department

- In Car Video Storage
- Investigative Computer Hardware and Software

## Public Health

- Office Remodel

## Sewer Utility

- Citywide Pumping Stations

## Stormwater Utility

- Citywide Flood Mitigation

## Streets Division

- Emerald Ash Borer Mitigation

## Traffic Engineering

- Traffic Signal Installation
- Street Light Installation

## Water Utility

- Iron and Manganese Filter at Wells
- Voc Air Stripper at Wells
- Water Mains – Pipe lining

# RACIAL EQUITY AND SOCIAL JUSTICE TOOL

## PROCESS GUIDE

Step 1: Review Best Practices.....	2
Step 2: Complete Scoping & Decision Guide .....	3
Step 3: Conduct the Analysis .....	4
Step 4: Complete the Follow-Up Evaluation .....	4



## STEP 1: REVIEW BEST PRACTICES

**RESJI Mission:** Establish racial equity and social justice as core principles in all decisions, policies and functions of the City of Madison.

**RESJI Priority Areas:** 1. Equity in City Operations; 2. Equity in City Budgets and Policies; 3. Equity in the Community

### BEST PRACTICES

► **Identify groups and individuals** most likely to be impacted by the decision, policy, program, practice or budget. Find ways to involve them in the analysis. City Departments should include their assigned RESJI Staff, Civil Rights Coordinator, Multicultural Affairs Committee Member, Women's Initiative's Committee Member, NRT Staff, and Latino Community Engagement Team Member.

► **Conduct** the analysis in the way that works best for the policy being analyzed and those affected. Some examples include: facilitated, full-group discussion; one-on-one conversations; or small group meetings

► **Create accountability** by sharing the analysis widely with stakeholders, decision makers and the public. Be clear about how the process occurred, including who asked for the analysis, who participated, and identified missing elements such as data or stakeholder input.

► This is not a prescriptive or linear process. **Adapt** it to your needs and reach out for technical assistance as needed. See information in Step 2 about technical assistance.

### RACIAL EQUITY AND SOCIAL JUSTICE TOOL

Is:	Is NOT:
A systematic examination of likely impacts of decisions, policies, programs, practices and budgets on racial and ethnic groups or low-income populations	The “answer”
Used to minimize adverse consequences, prevent institutional racism and identify new options to remedy existing inequities	To be used for political or professional gain
An intentional pause	To stop a process or slow it down beyond recognition
Best used early in the process	Only applicable at the beginning- can be used to evaluate ongoing issues or programs
To be conducted with a variety of perspectives and stakeholders whenever possible	The only way to engage stakeholders
A way to ensure racial equity impacts are at the core of decision making	Not to be used in place of other processes that are in place such as a fiscal analysis or a public safety analysis
A way to raise the voice of traditionally marginalized communities	A way to create token representation in decisions
A way to raise awareness of racial and social justice issues in the community	A guarantee that decision makers will follow the recommendations
An authentic, focused and intentional effort to consider the recommendations that come out of the analysis – transformational change	A “check box” activity that does not consider creative ways to implement the recommendations – transactional change

# EQUITY

is just and fair inclusion into a society in which all (people) can participate, prosper, and reach their full potential.

## POLICYLINK

## STEP 2: SCOPING & DECISION GUIDE

### (skip this step when using the Equitable Hiring Tool – go to step 3)

These steps are designed to help you “scope” the nature of the request for tool use, and decide whether to use the tool in this situation. The following questions should be completed with as much detail as possible. Writing these down is a best practice to ensure clarity throughout the analysis process.

#### SCOPING QUESTIONS (attach separate sheets of paper as needed)

1. Who made the request to conduct the analysis?
2. Why did this request arise?
3. Why is there a desire to do this analysis now?
4. When did the project or issue that is the subject of the analysis begin? When is its anticipated end date?
5. What are the potential large-scale implications of this analysis with regard to public policy, budget, or city-wide impacts?
6. What is your plan for communicating: A) the potential large-scale implications listed above; as well as B) the RESJI analysis process and recommendations to the relevant department head(s), Mayor, Common Council and/or community stakeholders?

#### DECISION GUIDE

	Yes	Unsure	No	Notes
1. Has everyone involved in the analysis reviewed the best practices included in Step 1?				If there are questions about the best practices, consider asking RESJI for technical assistance. (See below).
2. Is your department prepared to make real change as a part of this tool?				If decision makers are not willing to make an attempt at change as a result of the analysis, it may not be recommended to use the tool.
3. Is the subject of the analysis in the early stages of planning?				If the subject of the analysis is already planned or is in its final stages, it may not be recommended to use a tool.
4. Does the subject of the analysis involve one or two (less than 3) departments?				If the subject of the analysis involves three or more departments, consider asking RESJI for technical assistance. (See below).
5. Was the analysis requested from the RESJI Strategy team, Department Head(s), or another City of Madison employee?				If the analysis was requested by an external stakeholder or elected official, please contact RESJI for technical assistance. (See below).
6. Is the purpose for conducting the analysis consistent with RESJI mission and goal areas?				RESJI tool applications should be requested and completed with the purpose of promoting racial equity in City Operations, Policies & Budgets, and in the community. It should not be done solely for political reasons or to delay a project, for example.
7. Is tool usage required by policy or current City goals?				For example: an analysis needed due to equitable workforce plan goals (AA Plan).
8. We are ready and able to implement the communications outlined in scoping question #6 (items A and B) above.				Reach out to other departments, teams, or individuals as necessary.

**Mostly ‘Yes’ column** = It seems like this is an appropriate use of racial equity tools. Continue to Step 3. RESJI Tools & Training can provide technical assistance as needed.

**Mostly ‘Unsure’ and Mostly ‘No’ columns** = This may not be an appropriate use of racial equity tools. Email RESJI Tools & Training team for discussion & technical assistance and/or support.

RESJI Tools & Training contact person: Melissa Gombar [mgombar@cityofmadison.com](mailto:mgombar@cityofmadison.com)

## STEP 3: CONDUCT THE ANALYSIS

There are three tools available for you to use. There is a more robust description on the first page of each tool. If you have questions, please email RESJI Tools & Training Team for assistance: Melissa Gombar [mgombar@cityofmadison.com](mailto:mgombar@cityofmadison.com)



### [Impact Analysis Tool - Comprehensive \(MS Word\)](#)

This is the default tool for a racial equity analysis (other than hiring).



### [Impact Analysis Tool - Fast-Track \(MS Word\)](#)

This is a short version of the comprehensive tool. Use this for projects on a short timeline or without a widespread impact on legislation already drafted and introduced, or a minor budget item.



### [Equitable Hiring Tool \(PDF\)](#)

Use this tool for hiring or personnel planning.

► When you complete the tool, don't forget to visit the RESJI tool portal on SharePoint.

## STEP 4: FOLLOW-UP EVALUATION

After the analysis is complete, please answer the following questions to the best of your knowledge, incorporating input from those who participated in the analysis. You can complete these questions at this survey monkey link: [www.surveymonkey.com/r/RESJI-ToolFollowUpEvaluation2017](http://www.surveymonkey.com/r/RESJI-ToolFollowUpEvaluation2017)

1. Department
2. Project name
3. Your name (optional)
4. What were the final recommendations?
5. How did you communicate the recommendations to your department's management, the mayor, the common council, and/or community stakeholders?
6. Were these recommendations implemented? Why or why not?
7. In general, what went well with the analysis?
8. What did the analysis cause you and your team to consider that you wouldn't have been considered otherwise? Did you consider the results to be a success? Did the RESJI analysis contribute to the success of the project? Why or why not?
9. What challenges did you and your team experience in the analysis?
10. Were there any questions that worked particularly well for your analysis? Any that did not work well? Please explain.
11. Do you have any recommended changes for the tool or the analysis process? Please share:

## RESJI MISSION:

**Establish racial equity  
and social justice as  
a core principle in all  
decisions, policies  
and functions of the  
City of Madison.**



Racial Equity  
& Social Justice Initiative

# RACIAL EQUITY AND SOCIAL JUSTICE TOOL

## FAST TRACK VERSION



Racial Equity  
& Social Justice Initiative





## Racial Equity and Social Justice Initiative RESJ Tool: Fast-Track Version

### INSTRUCTIONS

*This abbreviated version of the full RESJ Tool is intended for issues on a short timeline or without a widespread impact.*

- Examples:**
- single piece of legislation already drafted and introduced.
  - creation of a single position description and job posting for an open position
  - development of a single budget item proposal

*For broader policies and legislation in its beginning phase, please use the full version of the RESJ Toolkit.*

*This tool should be completed by people with different racial and socioeconomic perspectives. When possible, involve those directly impacted by the issue. Include and document multiple voices in this process. The order of questions may be re-arranged to suit your situation.*

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**Mission of the Racial Equity and Social Justice (RESJ) Initiative:** To establish racial equity and social justice as core principles in all decisions, policies and functions of the City of Madison.

**Equity** is just and fair inclusion into a society in which all, including all racial and ethnic groups, can participate, prosper, and reach their full potential. Equity gives all people a just and fair shot in life despite historic patterns of racial and economic exclusion ([www.policylink.org](http://www.policylink.org)).

The persistence of deep racial and social inequities and divisions across society is evidence of bias at the individual, institutional and structural levels. These types of bias often work to the benefit of White people and to the detriment of people of color, usually unintentionally or inadvertently.

**Purpose of this Tool:** To facilitate conscious consideration of equity and examine how communities of color and low-income populations will be affected by a proposed action/decision of the City.

The “*What, Who, Why, and How*” questions of this tool are designed to lead to strategies to prevent or mitigate adverse impacts and unintended consequences on marginalized populations.

### BEGIN ANALYSIS

Name of topic or issue being analyzed:

Complaint-based system for street light replacement

Main contact name(s) and contact information for this analysis:

--

Names and affiliations of others participating in the analysis:

**1. WHAT**

- a. What does the policy, plan or proposal seek to accomplish?

Replacement of street lights as they go out

- b. What do available data tell you about this issue? (See page 3 for guidance on data resources.)

80 street lights out in given neighborhood.

7 calls to replace lights in past year

25% population speaks another language

21% poverty rate

- c. What data are unavailable or missing?

Comparison to other areas of city

Historical data

Other types of calls for service

Understanding of why few calls are placed to replace bulbs

**2. WHO**

- a. Who (individuals or groups) could be impacted by the issues related to this policy, plan or proposal?  
Who would benefit?

Who would be burdened?

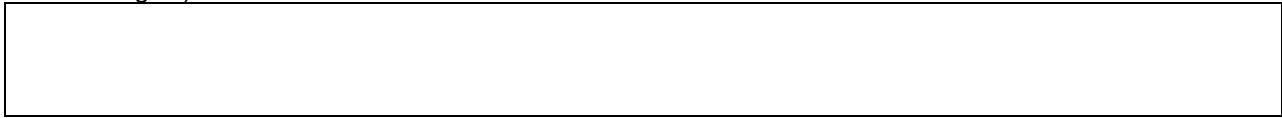
Are there potential disproportionate impacts on communities of color or low-income communities?

**3. WHY**

- a. What are potential unintended consequences (social, economic, health, environmental or other)?

**4. HOW: RECOMMENDATIONS SECTION**

- a. Describe recommended strategies to address adverse impacts, prevent negative unintended consequences and advance racial equity (program, policy, partnership and/or budget/fiscal strategies):



## **DATA RESOURCES FOR RACIAL EQUITY AND SOCIAL JUSTICE IMPACT ANALYSIS**

### **City of Madison**

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- Neighborhood Indicators (UW Applied Population Lab and City of Madison):  
<http://madison.apl.wisc.edu>
- Open Data Portal (City of Madison):  
<https://data.cityofmadison.com>
- Madison Measures (City of Madison):  
[www.cityofmadison.com/finance/documents/madisonmeasures-2013.pdf](http://www.cityofmadison.com/finance/documents/madisonmeasures-2013.pdf)
- Census reporter (US Census Bureau):  
<http://censusreporter.org/profiles/06000US5502548000-madison-city-dane-county-wi>

### **Dane County**

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- Geography of Opportunity: A Fair Housing Equity Assessment for Wisconsin's Capital Region (Capital Area Regional Planning Commission):  
[www.capitalarearpc.org](http://www.capitalarearpc.org)
- Race to Equity report (Wisconsin Council on Children and Families):  
<http://racetoequity.net>
- Healthy Dane (Public Health Madison & Dane County and area healthcare organizations):  
[www.healthydane.org](http://www.healthydane.org)
- Dane Demographics Brief (UW Applied Population Lab and UW-Extension):  
[www.apl.wisc.edu/publications/Dane\\_County\\_Demographics\\_Brief\\_2014.pdf](http://www.apl.wisc.edu/publications/Dane_County_Demographics_Brief_2014.pdf)

### **State of Wisconsin**

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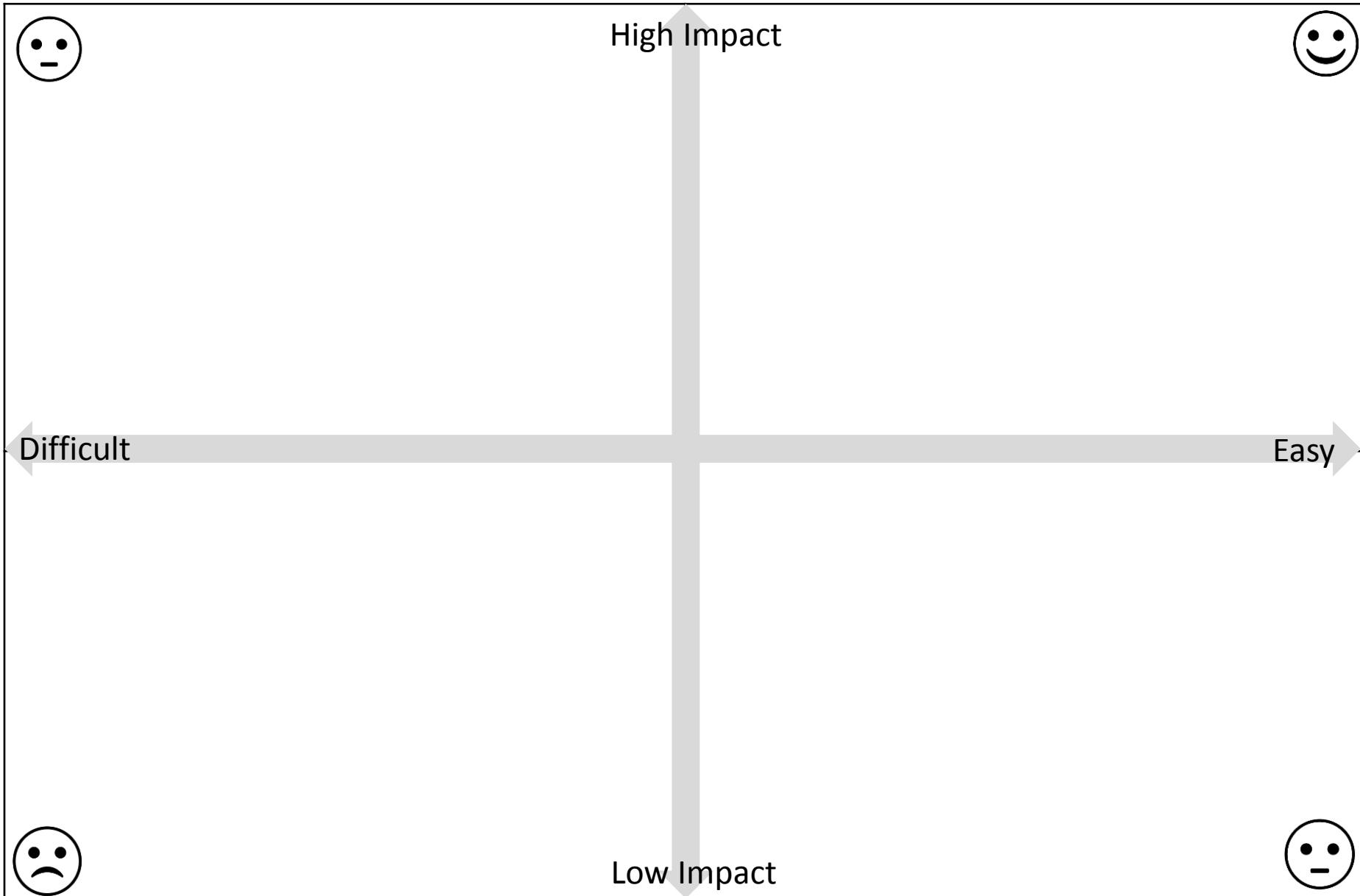
- Wisconsin Quickfacts (US Census):  
<http://quickfacts.census.gov/qfd/states/55000.html>
- Demographics Services Center (WI Dept of Administration):  
[www.doa.state.wi.us/section\\_detail.asp?linkcatid=11&linkid=64&locid=9](http://www.doa.state.wi.us/section_detail.asp?linkcatid=11&linkid=64&locid=9)
- Applied Population Laboratory (UW-Madison):  
[www.apl.wisc.edu/data.php](http://www.apl.wisc.edu/data.php)

### **Federal**

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- American FactFinder (US Census):  
<http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>
- 2010 Census Gateway (US Census):  
[www.census.gov/2010census](http://www.census.gov/2010census)

# Prioritizing Recommendations:



# RACIAL EQUITY AND SOCIAL JUSTICE TOOL

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## COMPREHENSIVE VERSION

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Racial Equity  
& Social Justice Initiative



# Racial Equity and Social Justice Initiative RESJ Tool: Comprehensive Version



## INSTRUCTIONS

*Use this tool as early as possible in the development of City policies, plans, programs and budgets.*

*For issues on a short timeline or with a narrow impact, you may use the RESJ Tool – Fast Track Version.*

*This analysis should be completed by people with different racial and socioeconomic perspectives. When possible, involve those directly impacted by the issue. Include and document multiple voices in this process.*

*The order of questions may be re-arranged to suit your situation.*

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The “*What, Who, Why, and How*” questions of this tool are designed to lead to strategies to prevent or mitigate adverse impacts and unintended consequences on marginalized populations.

## BEGIN ANALYSIS

Title of policy, plan or proposal:

Brittingham Park playground decisions

Main contact name(s) and contact information for this analysis:

RESJI analysis team:  
Jordan Bingham, Public Health Madison & Dane County [jbingham@publichealthmdc.com](mailto:jbingham@publichealthmdc.com)  
Toriana Pettaway, Department of Civil Rights [tpettaway@cityofmadison.com](mailto:tpettaway@cityofmadison.com)  
Jason Glazier, Department of Civil Rights [jglazier@cityofmadison.com](mailto:jglazier@cityofmadison.com)  
Lara Mainella, City Attorney's Office [lmainella@cityofmadison.com](mailto:lmainella@cityofmadison.com)  
Erin Stenson, Human Resources Department [estenson@cityofmadison.com](mailto:estenson@cityofmadison.com)

Names and affiliations of others participating in the analysis:

Kay Rutledge, Parks Division [krutledge@cityofmadison.com](mailto:krutledge@cityofmadison.com)  
Janet Schmidt, Parks Division [jschmidt@cityofmadison.com](mailto:jschmidt@cityofmadison.com)

See section 2b for additional information on people and groups involved in the analysis.

## **1. WHAT**

### **a. What is the policy, plan or proposal being analyzed, and what does it seek to accomplish?**

Development of a plan for a new barrier-free playground on the west side of Brittingham Park, and decisions regarding whether to update, modify or eliminate existing play structures in Brittingham Park, including the one near the community garden. (There is currently one set of playground equipment at Brittingham Park near the community gardens in the center of the park, a swingset near the boathouse on the east side of the park, and a swingset near the parking lot and the proposed site for the barrier-free playground.)

RESJI consideration: Does the siting, location and number of playgrounds at Brittingham Park impact people of color and low-income people disproportionately?

### **b. What factors (including existing policies and structures) associated with this issue might be affecting communities of color and/or low-income populations differently?**

1. Lack of playground equipment (public and private) available within walking distance to residents in the Bayview neighborhood.
2. Parks Division's current methodology for park planning precludes (or strongly discourages) the placement of two playground structures within close proximity.
3. Brittingham Park is a centrally-located community park, located near the highest density of residents with disabilities.
4. The playground at the Bayview apartments (privately owned) was removed due to safety concerns.
5. Park impact fees (approx. \$230,000) from this area would be used to offset the increased cost of building a barrier-free playground within the Vilas-Brittingham Park Impact Fee District.
6. Identified space for expansion of the existing community garden is limited to an area including the site of the existing play structures.
7. The City is continuing to work, with some success, to improve safety and usability in Brittingham Park. This includes cleaning up the shelter, increasing enforcement on illegal activities and increasing programming in the park.
8. There is a need to create safer street crossing of W Washington Ave from Bayview to Brittingham Park. City Traffic Engineering is considering ways to accomplish this.
9. The City received a grant from EPA's Greening America's Capitals project to develop a plan to improve access and sustainability in this area.

### **c. What do available data tell you about this issue? (See page 5 for guidance on data resources.)**

1. The surrounding neighborhood includes a higher proportion of renters, people of color (esp Asian), people with disabilities.
2. The highest density of children in this neighborhood reside in the Bayview apartments. Fewer children reside in the single family homes on the north and south ends of the neighborhood.

d. What data are unavailable or missing?

1. It might be informative to have health data for nearby residents (diabetes, physical activity, asthma and obesity)
2. We do not have demographic data for an area smaller than the Monona Bay NH Assoc. Data (including Bayview/Triangle residents)
3. Data on park impact districts (boundaries) from the Parks Div. and where fees come from.

e. Which focus area(s) will the policy, plan or proposal primarily impact?

Please add any comments regarding the specific impacts on each area:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Community/Civic Engagement | <input checked="" type="checkbox"/> Food Access & Affordability |
| <input type="checkbox"/> Criminal Justice                      | <input type="checkbox"/> Government Practices                   |
| <input checked="" type="checkbox"/> Early Childhood            | <input checked="" type="checkbox"/> Health                      |
| <input type="checkbox"/> Economic Development                  | <input type="checkbox"/> Housing                                |
| <input type="checkbox"/> Education                             | <input type="checkbox"/> Planning & Development                 |
| <input type="checkbox"/> Employment                            | <input checked="" type="checkbox"/> Service Equity              |
| <input type="checkbox"/> Environment                           | <input type="checkbox"/> Transportation                         |
| <input type="checkbox"/> Other (please describe)               |   |

Comments:

**2. WHO**

a. Who (individuals or groups) could be impacted by the issues related to this policy, plan or proposal? Who would benefit?

1. People with disabilities (potentially throughout the City) would benefit from the use of the barrier-free playground.
2. The Parks Division would benefit from executing the plan as originally developed (meeting current parks planning best practices regarding play structure proximity and maintenance.)
3. If developed as originally proposed by Parks, residents near West Shore Dr and Proudfit/North Shore Dr would benefit from increased access to new play structures.
4. Business owners (e.g. Brittingham Boats) could benefit from increased usage and revenue.
5. If business expands at Brittingham Boats, this could present an employment opportunity for nearby residents, particularly youth.
6. If the plan allows for expansion of the community garden, nearby residents who are currently waiting for a garden plot could benefit.
7. Improvements to the east end of the park (near the boathouse) could benefit people who live nearby and people who come to use that part of the park.
8. Improvements to the park shelter near the parking lot could lead to increased shelter rentals and increased revenue for Parks.
9. Improvements to the parking lot could benefit people who ice fish.

**Who would be burdened?**

If the existing play structure near the garden is removed, the following groups could experience burdens:

1. Hmong elders who bring their young relatives to play at the playground while they work in the garden
2. Children who currently use the playground (especially Bayview residents)
3. Families with children; especially those who do not have transportation to reach other play destinations
4. Current residents who enjoy the diverse user groups at Brittingham Park (this was mentioned by multiple residents)
5. Teens could be given more responsibilities for child care due to the inability of elders to care for young children while gardening
6. Families could experience increased child care costs due to inability to care for children while gardening
7. Safety concerns include distance of young children from supervision, proximity to water, and perception of "stranger danger" with increased park use
8. If gardeners' ability to spend time gardening is limited due to their need to care for children, this could limit their ability to provide fresh, healthy food for their families and create economic burdens related to food costs

**Are there potential disproportionate impacts on communities of color or low-income communities?**

Yes. See "burdens" section above.

The play structure near the community garden is the only playground within walking distance of the Bayview apartments and the Triangle area. If this playground is removed, the impact could be that these residents engage in less physical activity and social interaction.

The Hmong elders who work in the garden have voiced the need for their young children to have a place to play while they work in the garden. Many of these elders are the childcare providers for their families. Safety concerns: the elders indicated that the placement of the barrier-free playground is too far away for them to garden and supervise their children at the same time. Elders have also expressed concern about the proximity of the barrier-free playground to the water.

The garden meets several needs for the gardeners who are predominantly low-income people of color, including healthy and affordable food, continuing cultural traditions, and physical activity, for their families. They need to garden and provide childcare at the same time.

- b. Have stakeholders from different racial/ethnic and socioeconomic groups—especially those most affected—been informed, involved and represented in the development of this proposal or plan? Who is missing and how can they be engaged? (See page 6 for guidance on community engagement.)

Yes.

- Parks held three community meetings between Nov 2014-April 2015 (see email attachment from 7/14/15)
- The City held an additional meeting, planned by the RESJI analysis team and Parks staff, on Nov 18, 2015, which was attended by over 40 residents representing a variety of races, ages and socioeconomic statuses. Specific questions (attached) were prepared to gather input from residents, and several meeting participants (including Hmong and African American youth and Hmong elders) provided prepared remarks to the full group. Hmong and Spanish interpreters were provided, as requested in the previous community meeting.

RESJI was asked to conduct this analysis by the Parks Division resulting from a request by representatives of Freedom, Inc. in summer 2015.

Since becoming involved, RESJI team members identified and discussed outreach with key neighborhood leaders. Representatives of Freedom Inc., the Bayview Foundation, the Monona Bay Neighborhood Association, the City Alder, the MPD neighborhood officer and other interested neighbors made efforts to advertise the November 2015 meeting within their circles. The meeting was advertised at CDA Triangle Housing and Bayview Apartments with flyers created by RESJI. There was noted to be a lack of representation of nearby residents with disabilities at the Nov 18 2015 meeting. Therefore, we cannot be certain that all affected communities have been well-represented over the 4 different meetings. However, the combination of input from the first 3 meetings and the Nov. 18, 2015 meeting should provide a broader cross-section of input than was previously obtained. To the extent the goal of the RESJI analysis is to seek out and emphasize the viewpoint of people of color and low income persons, to the best of our knowledge, such persons were present at the Nov 2015 meeting.

- c. What input have you received from those who would be impacted and how did you gather this information? Specify sources of comments and other input.

1. Community engagement: See section 2b for information about how information was gathered. Video footage highlighting comments from youth of color and Hmong elders at the Nov 18 meeting can be found here:

<https://youtu.be/TIkgHW3o0Xs>  
<https://youtu.be/UqiGnZZjAYo>

(If these links cannot be copied and pasted, visit Freedom, Inc.'s channel on YouTube)

2. In addition to the meetings, several emails from community members have been received by RESJI team members.

3. Parks Staff: RESJI staff have met with Parks staff throughout the process, including the Assistant Parks Superintendent of Planning, Development and Finance, Parks Superintendent, and Parks Planning & Development Manager.

4. Other City Staff: this scenario was used in a RESJI training for City staff on December 2, 2015. Participants completed the Fast Track version of the racial equity tool in small groups, and their answers have been incorporated into this analysis. Approximately 25-30 City staff from many departments and levels of employment participated.

5. Overarching themes stated by community members are as follows:

- Do not tear down the playground near the gardens
- Why can't we have both playgrounds?
- The proposed plan is a downgrade for low-income people of color who use the playground and garden area
- It is very important for residents to be able to walk to the gardens and playground from their homes
- The decision to remove the playground near the gardens would be racist
- We already have opportunities for natural play in the Triangle area and in the gardens; the proposed nature-based play would be a downgrade from the current playground
- If another playground is built at the end of the park near the boathouse, it would serve populations other than the low-income people of color in the neighborhood
- All residents, regardless of demographics, expressed appreciation for the diversity of users in the park
- All residents expressed support for the new barrier-free playground, and do not want the decision to pit people and groups against each other
- From a Hmong elder at the Nov 18 meeting: "Please care about us as elders and people of color...we are treated like children compared with people of privilege and access"

### **3. WHY**

- a. What are the root causes or factors creating any racial or social inequities associated with this issue?  
(Examples: Bias in process; Lack of access or barriers; Lack of inclusive engagement)

Housing inequity: distribution of low-income housing has led to concentrations of poverty and limited access in and around the Triangle area.

Transportation inequity: low access to transportation limits residents' ability to access other parks and natural areas.

Income inequity: the above factors, combined with limited fresh & affordable food options.

Inequity in public engagement: some residents know better how to navigate City systems, and have the ability and resources to advocate for what they want and need; the City's existing processes for resident engagement do not always produce adequate input from marginalized communities.

Park planning methodologies: there is no existing policy to govern decisions about play structure placement; existing methods are based on concepts of equality vs. equity (if we do something in one park or neighborhood, we have to do it in all parks and neighborhoods), without strongly factoring in the different needs and resources in neighborhoods

- b. What are potential unintended consequences? What benefits or burdens may result?  
(Specifically consider social, economic, health and environmental impacts.)

Many of these can be found under "burdens" and "disproportionate impacts" in section 2a.

Specifically (and keeping in mind that unintended consequences are not always necessarily negative)

- Social interactions between age, race and socioeconomic groups could diminish.
- Young children could experience less social interaction, less physical activity, and less contact with nature if elders make other childcare arrangements for them.
- Low-income residents could experience diminished ability to grow fresh, healthy food for their families. This could have health and economic impacts on individuals and families.
- Conversely, if the playground is removed, there could be an increase in children gardening with their families.
- Perceptions of safety in the park could diminish due to decreased social interactions and increased usage of the park by residents who do not live in the neighborhood.
- Conversely, increased usage of the park around the barrier-free playground could lead to improved safety in the area.

A major potential unintended consequence could be that residents will lose trust for the City, if they participate in the public meetings engagement proces but feel that their voices are not heard or acted upon. This could lead to diminished will to participate in future City public processes and decisions and, ultimately, further disenfranchisement of already marginalized people and groups.

c. What identified community needs are being met or ignored in this issue or decision?

If the project proceeds as currently proposed, the following needs would likely be met:

- Need for people with disabilities to have a safe and accomodating place to play
- Need for residents to use park equipment for physical activity

If the project proceeds as currently proposed, the following needs could be compromised:

- Need for gardeners to keep young children nearby while gardening
- Need for gardeners to work in gardens for extended periods of time to produce food for their families
- Need for social interaction between people of different ages, races and socioeconomic status - this could change with the different and more spread out location of playground equipment
- Need for residents to feel able to engage in a public process and feel as though their voices, needs and desires are being heard

**4. WHERE**

a. Are there impacts on geographic areas? (Select all that apply.)

- |   |  |
|---|--|
| <input type="checkbox"/> All Madison neighborhoods    | <input type="checkbox"/> Park Edge/Park Ridge          |
| <input type="checkbox"/> Allied Drive                 | <input checked="" type="checkbox"/> Southside          |
| <input type="checkbox"/> Balsam/Russet                | <input type="checkbox"/> East Madison (general)        |
| <input type="checkbox"/> Brentwood/Northport Corridor | <input type="checkbox"/> North Madison (general)       |
| <input type="checkbox"/> Darbo/Worthington            | <input type="checkbox"/> West Madison (general)        |
| <input type="checkbox"/> Hammersley/Teresa            | <input checked="" type="checkbox"/> Downtown/Campus    |
| <input type="checkbox"/> Leopold/Arbor Hills          | <input type="checkbox"/> Dane County (outside Madison) |
| <input type="checkbox"/> Owl Creek                    | <input type="checkbox"/> Outside Dane County           |

Comments:

Bayview community, Triangle community, Monona Bay Neighborhood Association

## 5. HOW: RECOMMENDATIONS SECTION

- a. Describe recommended strategies to address adverse impacts, prevent unintended negative consequences and advance racial equity (program, policy, partnership and/or budget/fiscal strategies):

The following recommendations are intended for consideration and implementation by the Parks Division, with support and technical assistance as needed from RESJI.

1. Keep the existing playground near the garden for the remainder of its useful life, then work with residents to design its replacement.
2. Accurately communicate with residents the impacts of playground size and location on future expansion of the community gardens.
3. Build the barrier-free playground as proposed.
4. If nature-based play is desired for this park, place it in the area near the boathouse rather than the area near the community garden, while retaining traditional play structure (as informed by residents per item #1 above) near the garden.
5. Develop methods for park planning, especially playground replacement and maintenance, grounded in principles of racial equity, acknowledging different needs and resources in different neighborhoods; this should happen with clear support from City elected officials and leaders.
6. Examine Parks' current community engagement methods, and develop enhanced methods focused on meaningful engagement of diverse groups of residents, listening to and acting on input from marginalized communities to ensure an equitable balance of input. RESJI will work with Parks to provide tangible suggestions for how to accomplish this, including different methods of announcing meetings, identifying community leaders to assist in outreach, and different methods of gathering resident input.

- b. Is the proposal or plan:

- Realistic?
- Adequately funded?
- Adequately resourced with personnel?
- Adequately resourced with mechanisms (policy, systems) to ensure successful implementation and enforcement?
- Adequately resourced with provisions to ensure ongoing data collection, public reporting, stakeholder participation and public accountability?

If you answered "no" to any of the above, what resources or actions are needed?

Parks may not currently be adequately resourced to regularly conduct this level of public outreach, participation, and analysis (such as utilized and recommended in this project.) Increased resourcing for RESJI staffing would ensure adequate city staff for increased public engagement as recommended here.

As described in the answer to 5.a. (item 5) we recommend development of a policy or guidelines for Parks' decision making regarding playground placement & removal decisions. Having such a policy in place will support Parks' efforts by providing the necessary backing to incorporate racial equity in decision-making.

- c. Who is accountable for this decision?

Eric Knepp, Parks Superintendent  
City of Madison Parks Commission

- d. How will impacts be documented and evaluated? What are the success indicators and progress benchmarks?

Impacts will be documented by Parks with assistance from RESJI. Evaluation should include a description of the racial equity analysis process, Parks' decision making process as well as the actual decisions made relating to this project, and the ways in which these decisions affect residents, especially people of color and those with low incomes living near the park.

Success indicators include:

1. The ultimate status of the small playground near the community gardens: the playground remaining available and reflective of the needs and desires of nearby residents.
2. The ultimate status of the larger, barrier-free playground, to be built in the park: the playground being well-utilized and reflective of the needs and desires of nearby residents as well as those who may travel from outside the immediate area to utilize it.

Progress benchmarks include:

- Inclusive engagement of residents, especially people of color and those with low incomes living near the park, in decisions related to the playgrounds;
- Inclusive, accurate and timely communication from the City with residents and stakeholders about decisions, including regular status updates, related to the playgrounds

- e. How will those impacted by this issue be informed of progress and impacts over time?

See the last "progress benchmark" in section d. above.

Communications should take place in multiple forms (in-person, email, phone, etc), especially utilizing the ways in which residents have indicated they would like to receive communications.

Efforts should continually be made to identify neighborhood leaders who are able to assist with communications and identifying the best ways in which to keep residents informed and involved.

## DATA RESOURCES FOR RACIAL EQUITY AND SOCIAL JUSTICE IMPACT ANALYSIS

### **City of Madison**

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- Neighborhood Indicators (UW Applied Population Lab and City of Madison):  
<http://madison.apl.wisc.edu>
- Open Data Portal (City of Madison):  
<https://data.cityofmadison.com>
- Madison Measures (City of Madison):  
[www.cityofmadison.com/finance/documents/madisonmeasures-2013.pdf](http://www.cityofmadison.com/finance/documents/madisonmeasures-2013.pdf)
- Census reporter (US Census Bureau):  
<http://censusreporter.org/profiles/06000US5502548000-madison-city-dane-county-wi>

### **Dane County**

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- Geography of Opportunity: A Fair Housing Equity Assessment for Wisconsin's Capital Region (Capital Area Regional Planning Commission):  
[www.capitalarearpc.org](http://www.capitalarearpc.org)
- Race to Equity report (Wisconsin Council on Children and Families):  
<http://racetoequity.net>
- Healthy Dane (Public Health Madison & Dane County and area healthcare organizations):  
[www.healthydane.org](http://www.healthydane.org)
- Dane Demographics Brief (UW Applied Population Lab and UW-Extension):  
[www.apl.wisc.edu/publications/Dane\\_County\\_Demographics\\_Brief\\_2014.pdf](http://www.apl.wisc.edu/publications/Dane_County_Demographics_Brief_2014.pdf)

### **State of Wisconsin**

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- Wisconsin Quickfacts (US Census):  
<http://quickfacts.census.gov/qfd/states/55000.html>
- Demographics Services Center (WI Dept of Administration):  
[www.doa.state.wi.us/section\\_detail.asp?linkcatid=11&linkid=64&locid=9](http://www.doa.state.wi.us/section_detail.asp?linkcatid=11&linkid=64&locid=9)
- Applied Population Laboratory (UW-Madison):  
[www.apl.wisc.edu/data.php](http://www.apl.wisc.edu/data.php)

### **Federal**

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- American FactFinder (US Census):  
<http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>
- 2010 Census Gateway (US Census):  
[www.census.gov/2010census](http://www.census.gov/2010census)

## CITY OF MADISON RACIAL EQUITY AND SOCIAL JUSTICE COMMUNITY ENGAGEMENT CONTINUUM

Adapted from *Community Engagement Guide: A tool to advance Equity & Social Justice in King County*

The continuum provides details, characteristics and strategies for five levels of community engagement. The continuum shows a range of actions from county-led information sharing that tends to be shorter-term to longer-term community-led activities. The continuum can be used for both simple and complex efforts. As a project develops, the level of community engagement may need to change to meet changing needs and objectives.

The level of engagement will depend on various factors, including program goals, time constraints, level of program and community readiness, and capacity and resources. There is no one right level of engagement, but considering the range of engagement and its implications on your work is a key step in promoting community participation and building community trust. Regardless of the level of engagement, the role of both the City of Madison and community partners as part of the engagement process should always be clearly defined.

Levels of Engagement				
City Informs	City Consults	City engages in dialogue	City and community work together	Community directs action
City of Madison initiates an effort, coordinates with departments and uses a variety of channels to inform community to take action	City of Madison gathers information from the community to inform city-led projects	City of Madison engages community members to shape city priorities and plans	Community and City of Madison share in decision-making to co-create solutions together	Community initiates and directs strategy and action with participation and technical assistance from the City of Madison
Characteristics of Engagement				
<ul style="list-style-type: none"> <li>Primarily one-way channel of communication</li> <li>One interaction</li> <li>Term-limited to event</li> <li>Addresses immediate need of City and community</li> </ul>	<ul style="list-style-type: none"> <li>Primarily one-way channel of communication</li> <li>One to multiple interactions</li> <li>Short to medium-term</li> <li>Shapes and informs city projects</li> </ul>	<ul style="list-style-type: none"> <li>Two-way channel of communication</li> <li>Multiple interactions</li> <li>Medium to long-term</li> <li>Advancement of solutions to complex problems</li> </ul>	<ul style="list-style-type: none"> <li>Two-way channel of communication</li> <li>Multiple interactions</li> <li>Medium to long-term</li> <li>Advancement of solutions to complex problems</li> </ul>	<ul style="list-style-type: none"> <li>Two-way channel of communication</li> <li>Multiple interactions</li> <li>Medium to long-term</li> <li>Advancement of solutions to complex problems</li> </ul>
Strategies				
Media releases, brochures, pamphlets, outreach to vulnerable populations, ethnic media contacts, translated information, staff outreach to residents, new and social media	Focus groups, interviews, community surveys	Forums, advisory boards, stakeholder involvement, coalitions, policy development and advocacy, including legislative briefings and testimony, workshops, community-wide events	Co-led community meetings, advisory boards, coalitions and partnerships, policy development and advocacy, including legislative briefings and testimony	Community-led planning efforts, community-hosted forums, collaborative partnerships, coalitions, policy development and advocacy, including legislative briefings and testimony

## **NOTES**

# EQUITABLE HIRING TOOL



Racial Equity  
& Social Justice Initiative





# Equitable Hiring Tool

## Introduction

This tool is a checklist and guide to ensure each hiring decision for the City of Madison is as equitable as possible. This can be achieved through partnership between the hiring department, Human Resources, Civil Rights, and community relationships within the specific field that are built and sustained over time.

It is imperative this tool be used with a group of people from diverse backgrounds.

Please note that this is not a comprehensive employment guide. There are many more required actions to ensure that each employee is on-boarded and feels included everyday at the workplace. Unfortunately, those items are beyond the scope of this tool, although their importance cannot be understated. Only utilizing this tool without sincere efforts in the everyday operations of a department will not have the desired effects of diversifying the City of Madison workforce or achieving racial equity at the City of Madison. Additional resources for assuring equity, diversity, inclusion, and employee engagement can be found through contacting Human Resource's [Employee Development and Organizational Effectiveness](#) Unit. Please also review the Navigating the City of Madison Hiring Process Guide.

## Process and Tool Layout

Traditionally, the hiring process has been thought of as two basic steps: recruitment and interviews.



Hiring managers at the City of Madison understand that hiring typically involves more steps, with intensive pre-planning including updated position descriptions, relationship building, understanding department and societal dynamics, and benchmarking. Also, the process is department led, while there is a lot of collaboration between the department and Human Resources throughout the process. Thoughtful consideration in all of these areas is especially important to assure the City of Madison furthers racial equity and social justice. The following page is a checklist cover sheet that goes over each of the below areas to ensure each step of the hiring process has been thoroughly considered. If you click on the title of each section, you will be directed to complete that section of the tool.



- |                                 |                             |
|---------------------------------|-----------------------------|
| ■ Dept & HR Knowledge           | ■ Recruitment & Advertising |
| ■ Position Description          | ■ Interview Questions       |
| ■ Exam / Supplemental Questions | ■ Interview & Selection     |

# Equitable Hiring Tool Coversheet

Date: \_\_\_\_\_ Name(s): \_\_\_\_\_  
HR Analyst: \_\_\_\_\_ Requisition number: \_\_\_\_\_  
Job title: \_\_\_\_\_

## A Department and HR Knowledge

[click on title to complete this section]

- I have reviewed:
  - My department's equitable workforce plan
  - Industry-wide demographics
  - Department demographics
  - Unit demographics
- I have a long-term plan for how this vacancy impacts the future of my work unit and department.
- I have a plan to build relationships with community members from a diverse background for ongoing recruitment efforts.

## B. Position Description

[click on title to complete this section]

- I have made a list of the mandatory educational requirements for this position.
- I have made a list of the mandatory experience requirements for this position.
- I have a plan to mitigate any unintended consequences or disproportionate impacts based on these requirements and preferences.
- I have included language in the position description regarding working with multicultural communities. ([Appendix A](#))
- I have reviewed the physical requirements of the position.
- I have a plan to mitigate any unintended consequences or disproportionate impacts related to the physical requirements of the position.
- I have updated the position description.

## C. Exams (Skip if not using)

[click on title to complete this section]

- This job position requires individuals to read and write as a part of the position description.
- I have reviewed the exam in detail and made any needed changes.
- I believe the exam is relevant to the position.
- It would be appropriate if this exam could be translated to another language.
- I believe the skills on the exam are absolutely required to begin working in this position and could not be learned on the job.

- I have a plan to mitigate any unintended consequences or disproportionate impacts based on the exam.

## D. Supplemental Questions (skip if not using)

[click on title to complete this section]

- This job position requires individuals to read and write as a part of the position description.
- I have included a supplemental question regarding racial equity and social justice. ([Appendix B](#))
- There is a diverse panel of people reviewing supplemental questions.
- I have tangible benchmarks completed for the supplemental questions.
- I have a plan to mitigate any unintended consequences or disproportionate impacts based on the supplemental questions.

## E. Recruitment and Advertising

[click on title to complete this section]

- I have a plan to post this position internally/externally which minimizes unintended consequences and disproportionate impacts.
- I have a plan to post this position with a wide variety of diverse stakeholder groups.

## F. Interview Questions & Benchmark Development

[click on title to complete this section]

- I have included an interview question regarding racial equity and social justice. ([Appendix C](#))
- I have tangible benchmarks completed for the interview questions.

## G. Conducting Interviews and Making a Selection

[click on title to complete this section]

- There is a diverse interview panel based on race and gender.
- There is a member of another department or organization on the interview panel.
- There is sufficient time scheduled for interviewing candidates with breaks in between.
- The chosen candidate has demonstrated the ability to work with multicultural populations.

## A. Department and HR Knowledge

(This information can be found in your department's equitable workforce plan. If you need further assistance understanding this data, first contact your agency's Civil Rights Coordinator, then your assigned HR Analyst and/or the Affirmative Action Specialist.)

### Information to review before hiring:

- Review Department's Equitable Workforce Plan
- Review industry-wide demographics
- Review department demographics
- Review unit demographics

Please list any concerns regarding racial, gender, disability, or further inequities (if applicable) in this position.

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### Planning for the future:

How will this vacancy influence the future needs in your agency? Along with this vacancy, what are the future job needs you should keep in mind while planning for this position?

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### Building Relationships:

How have you or how do you plan to build relationships with Civil Rights, Human Resources, and leaders from diverse communities? Relationships are a key to recruitment and retention.

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## B. Position Description Updating

### Updating the Position Description

On what date was this position description last updated?

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---

Has it ever been updated using this Equitable Hiring tool? If yes, on what date?

Yes/No

---

Before looking at the existing position description, make a list below of the basic skills one needs to be successful in this position.

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### Educational Requirements

Based on the above listed skills, are there any minimum education requirements? If so, what are they?

Yes/No

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---

---

List any groups that could be disproportionately impacted by these requirements and what you will do to mitigate the impact.

---

---

---

## B. Position Description Updating (*continued*)

List any potential unintended consequences of these education requirements and what will you do to mitigate them.

---

---

---

### Experience Requirements

Based on the above listed skills, are there any minimum prior experience requirements? If so, what are they?

Yes/No

---

---

---

List any groups that could be disproportionately impacted by these requirements and what you will do to mitigate the impact.

---

---

---

List any potential unintended consequences of these requirements and what will you do to mitigate them.

---

---

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**Update the position description based on this information.**

### Mandatory Language to Include

Does this Position Description include language requiring the ability to successfully work with multicultural populations? (This is a requirement for all City of Madison jobs. See [Appendix A](#) for examples. If you are not going to include this requirement, provide reasons why below.)

Yes/No

---

---

### Physical Requirements

What are the physical requirements of this job? (Including sitting at a computer.)

---

---

List any groups that could be disproportionately impacted by these requirements and what you will do to mitigate the impact.

---

---

---

List any potential unintended consequences of these physical requirements and what will you do to mitigate them.

---

---

---

## C. Exams

### Exams (If not using an exam, skip this section)

On what date was the exam last reviewed for relevancy?

Do the questions match with what is expected at that level of hiring and are they up to date with current practices in the industry? If not, why?

Yes/No

### Microsoft Office Computerized Testing

Will the employee use Microsoft Office products on the job on a regular basis?

Yes/No

Is it possible for candidates to learn this on the job instead of having it tested beforehand? Please explain.

Yes/No

### Appropriateness of Exam

Does this job position require the applicant to sit at a desk or perform reading/writing as a part of their job duties? (If not, a written or computerized exam is not recommended. Talk to your HR Analyst for other options.)

Yes/No

### Final questions

List any groups that could be disproportionately impacted by these testing requirements and what you will do to mitigate the impact.

List any potential unintended consequences of these testing requirements or preferences and what will you do to mitigate them.

### Language

If a candidate demonstrates their ability to speak English and meet safety standards in English, can they take the exam in another language if the exam is available in another language? Please explain.

Yes/No

## D. Supplemental Questions

*(If not using supplemental questions skip this section)*

### Appropriateness of Supplemental Questions

Does this job position require the applicant to write well as a part of their job duties? (If not, supplemental questions may not be recommended, unless grammar will not be considered.)

List any groups that could be disproportionately impacted by these requirements and what you will do to mitigate the impact.

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List any potential unintended consequences of these requirements and what will you do to mitigate them.

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### Sample Supplemental Questions

If you feel that Supplemental questions are necessary, see [Appendix B](#) for sample Equity Supplemental Questions. These questions should be benchmarked and scored at the same level of importance as the other supplemental questions being asked.

### Supplemental Question Review

Assure that there is at least one person of color and one woman scoring the supplemental questionnaires. (Need help identifying people to assist you? Get in touch with your HR Analyst or the Affirmative Action Specialist. You may also reach out to the Multicultural Affairs Committee and/or the Women's Initiatives Committee. **IMPORTANT NOTE:** Diverse review panels are not effective if you do not take the other steps described in this tool.)

### Benchmarks

Have you worked with the assigned HR Analyst to set up benchmarks for supplemental questions?

Yes/No

## E. Recruitment and Advertising

### Posting internal/external

Should this position be posted internal to city employees only, or should it be open and competitive? What is the rationale behind this decision?

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List any groups that could be disproportionately impacted and what you will do to mitigate the impact.

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List any potential unintended consequences and what will you do to mitigate them.

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*(If posting the job in this way leads to unintended outcomes for a group that is already underrepresented in your department, you should reconsider your decision.)*

### Advertising the position

How do you plan to target the underrepresented groups listed above with this job posting?

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*(Please consult with your HR Analyst or the Affirmative Action Specialist for advertisement sources to advertise to the underrepresented demographic. Remember that authentic relationships are the best form of advertising.)*

## F. Interview Questions and Benchmark Development

### Interview Questions

See [Appendix C](#) for sample interview questions. Choose at least one of these or customize your current questions to assure that all new employees demonstrate their capacity and willingness toward working with multicultural communities and workplace teams. These questions should be benchmarked and scored at the same level of importance as the other supplemental questions being asked.

### Benchmarks

Have you worked with the assigned HR Analyst to set up benchmarks for interview questions? Yes/No

## G. Conducting Interviews and Making A Selection

### Interview Panels

#### Racial and Gender Diversity

Assure that there is at least one person of color and one woman on the interview panel.

*(Need help identifying people to assist you? Get in touch with your HR Analyst or the Affirmative Action Specialist. You may also reach out to the Multicultural Affairs Committee and/or the Women's Initiatives Committee. IMPORTANT NOTE: Diverse interview panels are not effective if you do not take the other steps described in this tool.)*

#### Organizational Diversity

It is highly recommended to use at least one person from another department and/or another organization to be part of the panel.

*(Need help identifying people to assist you? Get in touch with your HR Analyst or the Affirmative Action Specialist. You may also reach out to the Multicultural Affairs Committee and/or the Women's Initiatives Committee. IMPORTANT NOTE: Diverse interview panels are not effective if you do not take the other steps described in this tool.)*

### Avoid bias

Tips:

- Take your time.
- Allow at least 15-30 minutes before the interview for a candidate to review the interview questions. This allows the candidate to feel more at ease and to make the most of the interview time.
- Schedule 15 minutes between each candidate interview to fully debrief. Research shows that we rely less on bias and make more equitable hiring decisions if we slow down.

### Making the final decision

Tips:

- The candidate chosen for hire does not have to be the candidate with the highest interview score and/or civil service exam score.
- Always ensure justification of your hire by taking good interview notes and being able to provide those in open records requests.
- Working with multicultural communities is a requirement for City of Madison employees. It can be more important than many years of technical skill for any City of Madison job.

# Appendix A – Position Description Language

## Mandatory Language:

The City of Madison is dedicated to eliminating racial inequities. Successful candidates will demonstrate the ability to successfully work with multicultural communities.

## Other Examples:

Ability to consider different viewpoints.

Ability to develop and maintain working relationships with diverse coworkers, community members, customers, etc.

# Appendix B – Sample Supplemental Questions

## Sample A

The goal of reducing racial disparities that exist in our community is a high priority for the City of Madison. The City of Madison, including [department], will play vital roles in helping to reduce disparities and create equal outcomes for everyone.

In your experience, what concepts are important to consider when approaching work that will impact diverse populations and low income communities? What specific experiences have you had that might prepare you for such work?

## Sample B

The [position name] will interact and collaborate with a diverse group of individuals and organizations. Such individuals and organizations may include youth, parents, low-income residents, school personnel, non-profit representatives, City staff and elected officials.

Please describe one or more situations which required you to work collaboratively with a diverse group on a community project or issue. Include details of your role in planning, implementing and evaluating the initiative(s). (Maximum 2 Pages)

## Sample C

The [position title] will interact with a diverse group of individuals to solve problems. These groups and individuals may include City staff, neighborhood residents, property owners, social service agencies, and other stakeholders. Please describe one or more situations in which you have led and worked with a diverse group to resolve a difficult problem. Describe the approach you used, the principles that guided you, and the ultimate outcome.

# Appendix C – Sample Interview Questions

## Sample A

Why do you value racial equity and social justice? What work have you done that demonstrates this? Provide an example of how your life and/or professional career has embodied racial equity and social justice.

## Sample C

Why should [department name] consider racial equity and social justice in its day to day operations? What are some strategies that [department name] could implement to help to reduce race and other disparities seen in our community?

## Sample B

The City of Madison and [department name] is dedicated to the Racial Equity and Social Justice Initiative, in which we examine our day to day operations and impacts with the goal of creating a fair and just community so everyone can have equal outcomes. What educational, volunteer, and life experiences demonstrate your ability to contribute to the City of Madison's goal of achieving racial equity and social justice?

## Sample D

Our community is becoming more racially and ethnically diverse, which magnifies the importance of serving communities of color and other historically disenfranchised groups effectively. Provide an example of a successful project you led or contributed to in working with multicultural and diverse communities. Describe the challenges and opportunities that you worked through working on this team.