



# **Guidance Manual for FY24 Capital Improvements Program Budget Equity Tool**



The Office of Racial Equity and Social Justice  
MONTGOMERY COUNTY, MD July 2022

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## Introduction:

In accordance with [Bill #44-20](#), The Office of Racial Equity and Social Justice (ORESJ) develops racial equity tools and processes to help county employees apply a racial equity lens to budget decisions. The FY24 Capital Improvements Program Budget Equity Tool (CBET) is designed to help departments and decisionmakers consider the racial equity and social justice impacts of their projects, project amendments, and budget decisions.

This guide provides departments with information about the FY24 CBET and process. The subsequent sections will explain:

- what the CBET is
- how it advances the County's goal of reducing and eliminating racial disparities and inequities
- how it should be completed and by whom
- how responses to the tool will be assessed and used in decision-making processes

## What is the FY24 CIP Budget Equity Tool (CBET) and why is it important?

The CBET is both a product and a process that encourages departments and decisionmakers to consider the impacts of their proposed projects, project amendments, and budget decisions on racial disparities and inequities in the County. This tool makes applying a racial equity lens concrete by providing a structured approach for identifying, analyzing, and interpreting data about historical and current racial disparities and inequities in the County. This structured approach brings conscious attention to the systemic inequities that produce racial disparities, barriers to access, and inequitable outcomes for communities that identify as Black, Indigenous, People of Color (BIPOC) and low-income communities. With this information, departments can adjust their planning, design, or evaluation of projects – with the intention of leading to outcomes that more closely align with the County's goals – while also supporting decisionmakers in assessing projects based on their ability to advance priority initiatives such as racial equity and social justice.

## How was the CBET developed?

### Why lead with Race?

The Government Alliance for Race and Equity (GARE)—of which Montgomery County is a member—calls its more than 400 member jurisdictions to center race in their pursuit of equity and justice for all. We, along with others, lead with race for several reasons:

- The creation and perpetuation of advantage and disadvantage based on race (and other racialized identities) is baked into the history and structures of US government policies, practices, and procedures.
- Racial inequities exist across all dimensions of success and well-being; these inequities are deep and pervasive and are compounded by other forms of oppression including based on gender identity, sexual orientation, ability, nativity, and age, to name a few.
- Focusing on racial equity is an opportunity to introduce a framework, tools and resources that can also be applied to other areas marginalization. Therefore, leading with race is a strategy to help achieve equity and justice for all, not an attempt to rank oppressions based on severity.

The CBET, like racial equity tools more generally, are used across jurisdictions to operationalize racial equity in local government. The use of racial equity tools is common across jurisdictions implementing GARE's Normalizing, Organizing, and Operationalizing for Racial Equity Framework. Each jurisdiction's tools reflect their unique policy requirements and organizational structure. The Montgomery County CBET was designed based on research of other jurisdictions' tools and experiences applying a racial equity lens to budget decisions. It involved review of tools from San Antonio, Texas; Tacoma, Washington; Washington, DC; Dallas, Texas; and Alexandria, VA, as well as other jurisdictions (included in the works cited section). The tool reflects the County's current experience with racial equity and social justice, and it is expected that future iterations of the tool may change to reflect additional experience.

## How will responses to the CBET be used?

Responses to the CBET will be analyzed by ORESJ using a scoring rubric that identifies projects with the greatest potential of supporting the County's goal of reducing and eliminating racial disparities and inequities in the County. ORESJ will provide a summary of project scores to departments and decisionmakers, along with recommendations related to which projects (based on available information) are likely to advance equitable access or outcomes for communities identifying as BIPOC and low-income in addition to which projects demand additional attention to mitigate unintended consequences disproportionately burdening BIPOC and low-income communities. More information

about the scoring Rubric and ORESJ Analysis can be found in the CBET Scoring Rubric section of the guide.

## The FY24 CBET:

Below is the list of questions and prompts that make up the CBET. Each response should be approximately 4-5 sentences of narrative and include details that address the listed prompts. The prompts are intended to spark departments' thinking about how their project relates to racial disparities and inequities in the County and encourage reflection about aspects of the project that either enable or prevent equitable access and outcomes for all County residents. **Please keep in mind that your responses to these questions are the primary source of information for ORESJ's assessment and that the result of the assessment is a rating that will be used by various decisionmakers in the CIP deliberation process.**

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### Tool Questions:

In this portion of the Justification Section, you are asked to please describe the project's racial equity impacts. Please provide a detailed assessment of this project as it relates to the County's policy of reducing and eliminating racial disparities and other inequities. Each question includes prompts to aid in the development of your response. To complete this tool, you will likely need to engage with your Racial Equity Team Lead (CORE Team Lead) or other members of your department. Questions marked with an \* are required for the assessment to be considered complete.

### A Note on Question 1:

We recognize that applying a racial equity and social justice lens to budget and project development and decision-making is an ongoing learning process. We also recognize that some projects conceived prior to the passage of Bill 44-20 may not necessarily reflect the County's current policy of reducing and eliminating racial disparities and inequities. We, therefore, ask departments who answer 'no' to question 1, to please use the textbox provided to explain why. You will then be prompted to answer Question 6.

1. \*Does this project align with the county's policy to reduce and eliminate racial disparities and inequities?  
 Yes (Please use the prompts below to explain how.)  
 No (If you believe the project does not align, please use the space below to explain why) Explain why your project does not align with the county's goal of reducing and eliminating racial disparities and inequities.
2. \*What racial disparities or inequities in Montgomery County does this project seek to reduce or eliminate? *Use the prompts below to describe who is impacted—and how—by the racial disparity or inequity you identified.*

- a. What does the data tell you about who in the County is adversely impacted and how? (Please include evidence and any data sources – both quantitative and qualitative –you used)?
  - b. What role did community engagement play in your assessment of the issue? (Please include how you engaged with community members– particularly those experiencing an inequity or disparity – and incorporated their feedback into the process. These community members might include (but are not limited to) business owners, faith-based groups, community service agencies, those who identify as Black Indigenous and People of Color (BIPOC), LGBTQ, women, people with disabilities).
  - c. What policies, practices, or procedures (both current and historical) contributed to this disparity or inequity (nationally or in Montgomery County)?
3. *\*How does this project address the racial disparities and inequities you described? Use the prompts below to tell the story of how this project will address the disparities or inequities you described.*
- a. What is the demographic composition of the clients or area served (including demographic-specific indicators such as race, ethnicity, age, disability, etc.)?
  - b. What is the geographic location (address, zip code, census tract, neighborhood, County region) of the project, and what is the location’s proximity to communities most impacted by racial disparities and inequities in the County?
  - c. How will this project respond to community feedback or input?
4. *\*Does this project (including its development, construction, or implementation) have the potential to create any unintended consequences? Please use the prompts below to explain what the unintended consequences might be and what steps will be taken to mitigate against exacerbating or creating racial disparities and inequities.*
- a. Could this project create greater disparities for some community members? If so, who? And how?
  - b. Could this project reinforce trauma for certain community members and diminish quality of life and overall well-being? If so, who? And how?
5. *\*Who and what resources did you consult in the preparation of this Budget Equity Tool response? Please use the prompts below to describe your research and process of completing this tool.*
- a. Have you consulted with your Racial Equity CORE Team or CORE Team Lead? (If yes, please provide their name (s))

- b. Have you consulted with the Montgomery County Office of Racial Equity and Social Justice? (Names of ORESJ staff that you consulted with and dates, and/or resources shared by ORESJ.)
  - c. Have you reviewed any Racial Equity Impact Assessments (or other equity analyses) related to this project?
6. \*Please provide the name(s) of those involved in the completion of this assessment. *Please use the prompts below to describe your research and process of completing this tool.*
- a. Assessment completed by: (Name(s), Title(s), Department)
  - b. If different from above, Departmental Director: (Name)
7. Please upload any documents that will aid in the explanation of how this project aligns with the County’s policy of reducing and eliminating racial disparities and inequities.

## Who should complete the CBET?

Completion of the CBET will likely require input from multiple stakeholders as it’s important to bring different perspectives to project development, as well as the underlying analysis of problems the project seeks to address—analysis of data, assessment of regulatory or funding context, and feedback from residents. Project stakeholders include, but are not limited to, department Racial Equity CORE Team members and Team Leads, staff or nonprofit partners working directly with residents, and residents (particularly prospective clients or beneficiaries). The CBET will ask you to list the names of stakeholders who contributed to department’s response.

## What data sources should be used?

To support the use of a racial equity lens, we have provided the below list of data sources as a starting point. We also expect that each department will have relevant administrative and program data that it regularly analyzes and consults in its decision-making processes. When looking at this data, some questions and practices<sup>1</sup> to consider when applying a racial equity lens are:

- Disaggregating data, which gives insights into the particular experience and circumstances of specific population groups (by race, ethnicity, nativity, gender, disability, etc.). Disaggregating data can help in identifying and unpacking dimensions

<sup>1</sup> This list of practices is adapted from research done by Actionable Intelligence for Social Policy, University of Pennsylvania. Suggested Citation: Hawn Nelson, A., Jenkins, D., Zanti, S., Katz, M., Berkowitz, E., et al. (2020). A Toolkit for Centering Racial Equity Throughout Data Integration. Actionable Intelligence for Social Policy, University of Pennsylvania. Available at [https://www.aisp.upenn.edu/wp-content/uploads/2020/08/AISP-Toolkit\\_5.27.20.pdf](https://www.aisp.upenn.edu/wp-content/uploads/2020/08/AISP-Toolkit_5.27.20.pdf)

of a specific inequity or inequitable outcome. When data is not disaggregated and viewed in its aggregate form, it can mask inequities.

- Use qualitative data (interviews, focus groups, narrative, longform surveys) to provide needed context to quantitative analysis
- What is the role of historical or current policies in the outcome you're observing?
- Once you've analyzed your data, who is looking at and making sense of it? It's important to bring multiple perspectives to the interpretation of your analysis.

The sources listed below can give you insights into the circumstances and experiences of communities identifying as BIPOC and low-income in the County (and nationally). Disaggregating data (as the sources below do) is critical in understanding and redressing racial inequities. As practitioners from the USC Center for Urban Education explain, “disaggregated data can spark critical awareness of racialized outcomes and patterns, catalyze deep reflection about taken-for-granted assumptions, and establish racial equity as an ongoing process of organizational learning and change.”<sup>2</sup>

**Montgomery County Racial Equity Profile:** This profile, a publication of the Office of Legislative Oversight, prepared by Jupiter Independent Research Group, summarizes data points across several indicators of well-being to offer a snapshot of racial inequities and disparities across the community:

[https://www.montgomerycountymd.gov/OLO/Resources/Files/2019%20Reports/OLO2019-7-6\\_20\\_19.pdf](https://www.montgomerycountymd.gov/OLO/Resources/Files/2019%20Reports/OLO2019-7-6_20_19.pdf)

**NATIONAL EQUITY ATLAS:** Developed by PolicyLink and PERE, the National Equity Atlas includes national, state, regional, and county-level data disaggregated by race and income. Examples of available equity indicators include homeownership, wages, unemployment, disconnected youth, school poverty, air pollution, education levels and job requirements, housing burden, car access, neighborhood poverty, asthma, diabetes, etc.:

<http://nationalequityatlas.org/indicators>

**STATISTICAL ATLAS:** A comprehensive atlas produced by the Census Bureau, and a

#### The Power of Qualitative Data:

**To contextualize data, and derive meaningful insights for equity analysis, it is important to seek out sources of qualitative data to answer questions like: Why does this disparity exist? What policies or practices create barriers or inequitable access? Sources of qualitative data include, but are not limited to, feedback from community engagement surveys, focus groups, or meetings and related public policy research.**

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<sup>2</sup> Center for Urban Education. (2020). Equity-minded inquiry series: Data Tools. Rossier School of Education, University of Southern California. Pg. 5. Available at:



source for disparity data: <https://statisticalatlas.com/county/Maryland/Montgomery-County/Overview>

**The Office of Racial Equity and Social Justice Racial Equity Impact Assessments (REIAS) of Special/Supplemental Appropriations:** ORESJ has conducted more than 70 REIAs on a range of topics that offer analysis and context about racial disparities and inequities in the County and the kinds of programs, practices, or activities that respond to and/or shift structures creating these inequities.

<https://www.montgomerycountymd.gov/ore/appr.html>

**Health in Montgomery in Montgomery County 2010-2019 A Surveillance Report on Population Health:** This report provides data points disaggregated by race, ethnicity, gender, and age for eight health related topics: demographics, social determinants of health, and healthcare access; vital statistics; maternal and infant health; chronic diseases; infectious diseases; behavioral health; injuries; and environmental health:

<https://www.montgomerycountymd.gov/HHS/Resources/Files/Health%20in%20Montgomery%20County%202010-19.pdf>

**The Annie E. Casey Foundation Kids Count Data Center:** KIDS COUNT<sup>®</sup> is a project of the Annie E. Casey Foundation and a premier source of data on children and families. Each year, the Foundation produces a comprehensive report — the *KIDS COUNT Data Book* — that assesses child well-being in the United States: <https://datacenter.kidscount.org/>

## Sample responses to the CIP BET:

**Sample Project:** Office of Agriculture (OAG). Expand access to land easements in the agriculture reserve that are less than 50 acres (the current requirement for participation in the State funded easement program)

1. **\*Does this project align with the county’s policy to reduce and eliminate racial disparities and inequities?**
  - Yes (Please use the prompts below to explain how.)
  - No (If you believe the project does not align, please use the space below to explain why) Explain why your project does not align with the county’s goal of reducing and eliminating racial disparities and inequities.
2. **\*What racial disparities or inequities in Montgomery County does this project seek to reduce or eliminate? Use the prompts below to describe who is impacted—and how—by the racial disparity or inequity you identified.**
  - a. What does the data tell you about who in the County is adversely impacted and how? (Please include evidence and any data sources – both quantitative and qualitative –you used)?

- b. What role did community engagement play in your assessment of the issue? (Please include how you engaged with community members– particularly those experiencing an inequity or disparity – and incorporated their feedback into the process. These community members might include (but are not limited to) business owners, faith-based groups, community service agencies, those who identify as Black Indigenous and People of Color (BIPOC), LGBTQ, women, people with disabilities)
- c. What policies, practices, or procedures (both current and historical) contributed to this disparity or inequity (nationally or in Montgomery County)?

*This project seeks to address inequitable access to land for farmers who identify as BIPOC and women farmers, who because of historical and current inequities, tend to own farms with fewer than 50 acres (the eligibility for participation in most state programs). These concerns have been raised by BIPOC farmers who have approached OAG for assistance. Data from the 2017 US Agriculture Census confirms these inequities: The average farm in Montgomery County was 117 acres in 2017. Average farm acreage varies by race, ethnicity, and gender of the principal producer. The 2017 Census of Agriculture data for Montgomery County shows that average acreage among principal producers who are women, BIPOC, and new or beginning is lower than the County average and the average among Male and White principal producers.*

<i>Principal Producer</i>	<i>Number of farms</i>	<i>Land in farms (acres)</i>	<i>Average acres per farm</i>
<i>County</i>	558	65,537	117
<i>Asian</i>	12	319	27
<i>Black</i>	14	316	23
<i>White</i>	515	64,341	125
<i>Hispanic</i>	17	833	49
<i>Native American/Alaska Native</i>	4	110	28
<i>More than one race</i>	20	500	25
<i>Male</i>	363	57,397	158
<i>Female</i>	353	18,660	53
<i>New and beginning</i>	147	12,512	85

*Source: Author’s calculations of 2017 USDA Census of Agriculture using Table 1, 46, 47, 48, 49, 50, 51, 53, 54, 57. Available at: [https://www.nass.usda.gov/Publications/AqCensus/2017/Full\\_Report/Volume\\_1,\\_Chapter\\_2\\_County\\_Level/Maryland/](https://www.nass.usda.gov/Publications/AqCensus/2017/Full_Report/Volume_1,_Chapter_2_County_Level/Maryland/)*

***While these averages may obscure wide variation in acreage among farms whose principal producer identifies as BIPOC or a woman, they serve as a consistent comparison to the County’s average farm acreage. There are important disparities to note: lower than average farm acreage, under 50 acres, among principal producers who are women or BIPOC indicate that they are less likely to qualify for easement assistance through existing state funded programs compared to Male and White principal producers. The acreage restriction in some state funded programs limits OAG’s ability to reach BIPOC farmers and women farmers with the financial assistance afforded through this easement program.***

***The ownership characteristics described in the 2017 Agriculture census are a product of historical and current policies and practices. The history of structural racism in farming is complex and has far reaching impacts on who owns, accesses, and benefits from farmland, with one scholar concluding, “despite greater diversity in the U.S. population overall and seeming progress in other areas of racial equity, farming in this country appears to be as segregated as it was a century ago”. The impacts of and lack of reparations for chattel slavery, the Homestead Acts and absence of similar reparations for Native Americans, along with the California Alien Land Law of 1913 cannot be understated. These historical injustices along with inequities in education and the labor market have deeply impacted current racial disparities in wealth and ownership of land and other assets. As a result, even as the agricultural industry faces challenges overall, BIPOC farmers of color and women farmers face unique barriers. In 2018, researchers found that BIPOC farmers were more likely to be tenants than owners; they owned less land and smaller farms and generated less wealth from farming than their White counterparts. Further complicating these barriers, at the federal level, are ongoing efforts to rectify cases of discrimination in USDA programs.***

3. ***\*How does this project address the racial disparities and inequities you described? Use the prompts below to tell the story of how this project will address the disparities or inequities you described.***
  - a. What is the demographic composition of the clients or area served (including demographic-specific indicators such as race, ethnicity, age, disability, etc.)?
  - b. What is the geographic location (address, zip code, census tract, neighborhood, County region) of the project, and what is the location’s proximity to communities most impacted by racial disparities and inequities in the County?
  - c. How will this project respond to community feedback or input?

***This project would help OAG target resources to farmers who are otherwise ineligible for other state funded agricultural assistance programs. The effects of this project would be centralized in the agriculture reserve, but the impact on farmers and the county overall would be far reaching—increasing food production in the County, ensuring the preservation of agricultural land, and***

**increasing the financial security of farmers who generate economic activity in the county as consumers and producers.**

4. *\*Does this project (including its development, construction, or implementation) have the potential to create any unintended consequences? Please use the prompts below to explain what the unintended consequences might be and what steps will be taken to mitigate against exacerbating or creating racial disparities and inequities.*
  - a. Could this project create greater disparities for some community members? If so, who? And how?
  - b. Could this project reinforce trauma for certain community members and diminish quality of life and overall well-being? If so, who? And how?

***If not carefully considered, this project could create administrative barriers for BIPOC farmers or women farmers. Participating in the land easement program and other state programs require time, access to information, and ongoing technical assistance to comply with state regulations. Addressing these potential barriers will improve the effectiveness of the program.***

5. *\*Who and what resources did you consult in the preparation of this Budget Equity Tool response? Please use the prompts below to describe your research and process of completing this tool.*
  - a. Have you consulted with your Racial Equity CORE Team or CORE Team Lead? (If yes, please provide their name (s))
  - b. Have you consulted with the Montgomery County Office of Racial Equity and Social Justice? (Names of ORESJ staff that you consulted with and dates, and/or resources shared by ORESJ.)
  - c. Have you reviewed any Racial Equity Impact Assessments (or other equity analyses) related to this project?

***We consulted with our CORE Team Lead and leaned on the racial equity impact assessment conducted by ORESJ to provide historical context and data about racial equity and farming.***

6. *\*Please provide the name(s) of those involved in the completion of this assessment. Please use the prompts below to describe your research and process of completing this tool.*
  - a. Assessment completed by: (Name(s), Title(s), Department)
  - b. If different from above, Departmental Director: (Name)

***Assessment completed by May Montgomery. Department Director: June Montgomery***

7. Please upload any documents that will aid in the explanation of how this project aligns with the County's policy of reducing and eliminating racial disparities and inequities.

## Racial Equity Impact Assessment for Supplemental Appropriation ##22 MCG-06

### How will the CBET responses be scored?

ORESJ developed a rating rubric that helps assess CBET responses based on their alignment with the County’s policy to reduce and eliminate racial disparities and inequities. The ratings take into consideration the identification of specific racial disparities and inequities in the County; the use of data, supplemental research, and community engagement in the analysis of those disparities and the formulation of the project; and the strength of the connection between the project and its ability to advance racial equity and social justice in the County.

ORESJ will provide each project a rating and short justification in narrative form. Ratings and justification narrative will be provided to departments, the Office of Management and Budget, and the County Executive in early October 2022 (in alignment with OMB’s CIP deliberation process). Project ratings will not change once they are transmitted. Ratings will be used to help decisionmakers understand which projects have the greatest potential of advancing racial equity and social justice in the County and which projects may require additional attention to address unintended consequences. CBET ratings will be used as one of several criteria informing the County Executive’s recommended CIP budget.

### CIP BET Rating Rubric:

Rating Scale	Rating Explanation
<p style="text-align: center;">★ ★ ★ ★</p> <p style="text-align: center;"><b><i>Strongly Aligns with Montgomery County’s policy to reduce and eliminate racial disparities and other inequities</i></b></p>	<p>The project strongly aligns with Montgomery County’s policy to reduce and eliminate racial disparities and other inequities in that the response clearly demonstrates an ability to advance equitable outcomes for those identifying as BIPOC and/or low-income and includes at minimum all the following points as evidence to support this claim:</p> <ul style="list-style-type: none"><li>● Historical context</li><li>● Current data</li><li>● Community engagement strategy</li><li>● Supplemental research</li><li>● Consultation with those well-versed in topics of racial equity and social justice</li></ul>

Rating Scale	Rating Explanation
<p>★★★★☆  <b>Aligns with</b>  <i>Montgomery County's policy to reduce and eliminate racial disparities and other inequities</i></p>	<p>The project aligns with Montgomery County's policy to reduce and eliminate racial disparities and other inequities in that the response demonstrates a clear correlation between racial inequities and the project's need, however it lacks a thorough analysis, potentially omitting at least one of the following points in its submission:</p> <ul style="list-style-type: none"> <li>• Historical context</li> <li>• Current data</li> <li>• Community engagement strategy</li> <li>• Supplemental research</li> <li>• Consultation with those well-versed in topics of racial equity and social justice</li> </ul>
<p>★★★☆☆  <b>Potential to Align with</b>  <i>Montgomery County's policy to reduce and eliminate racial disparities and other inequities</i></p>	<p>The project has the potential to align with Montgomery County's policy to reduce and eliminate racial disparities and other inequities, however:</p> <ul style="list-style-type: none"> <li>• Identified racial disparities or disproportionalities lack specific relevance to this project.</li> <li>• The response uses some evidence, but the data is not specific to this project justification.</li> <li>• The link between identified racial inequities and how the project will address them is weak.</li> </ul>
<p>★★☆☆☆  <i>Racial Equity Impacts are <b>Acknowledged</b> but are not sufficiently explained or addressed</i></p>	<p>Racial equity impacts are acknowledged in the project, however they are not clearly aligned with Montgomery County's policy to reduce and eliminate racial disparities and other inequities as the response does not:</p> <ul style="list-style-type: none"> <li>• Identify specific racial disparities or disproportionalities.</li> <li>• Use data.</li> </ul>

Rating Scale	Rating Explanation
	<ul style="list-style-type: none"> <li>• Demonstrate a link between racial disparities and how the project request will address them as it is incomplete or non-existent.</li> </ul>
<p style="text-align: center;">☆☆☆☆</p> <p style="text-align: center;"><b><i>Does Not Align with Montgomery County’s policy to reduce and eliminate racial disparities and other inequities</i></b></p>	<p>The project does not align with Montgomery County’s policy to reduce and eliminate racial disparities and other inequities as the response did not identify any racial disparities or inequities or attempt to link them to the project in a way that justified its need. Simply, the project does not demonstrate the ability to advance equitable outcomes for residents as it was not considered in the response. More so, the project has the potential to cause undue burden or harm on low-income communities or those who identify as BIPOC.</p>
<p style="text-align: center;"><i>An Equity Analysis is Not Applicable to this Project</i></p>	<p>While it is the perspective of ORESJ that no county policy, program, or project is race neutral<sup>3</sup> and therefore will have some impact – be it benefit or burden – on those who are low-income and/or identify as BIPOC, for the purposes of this evaluation, an analysis with the explicit focus on racial equity was not applicable</p>

**Narrative Justification:**

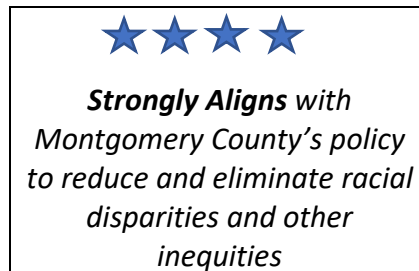
Along with the rating scale, ORESJ will provide a brief justification in narrative form based on the following considerations:

1. Effectively utilizes data (quantitative and qualitative as well as census and other geographic data and additional research sources) to demonstrate both a historical and current understanding of racial inequities and other disparities experienced by county residents to justify the need for this project.
2. Examination of who benefits from, or is potentially harmed by, the implementation or absence of this project.

<sup>3</sup> <https://www.epi.org/anti-racist-policy-research/the-myth-of-race-neutral-policy/>

3. Level of engagement with community throughout the entirety of the project – from planning to assessment – soliciting continuous feedback from persons most effected by the project.
4. Provided supplemental documentation and resources that further justify the necessity of the project and its ability to address racial disparities and other inequities in the county.
5. Consultation with those having expertise or advanced training in areas related to racial equity and social justice such as CORE Team leads, ORESJ, or outside experts well versed in dismantling systemic inequities.

Sample CBET rating and justification:



***Utilizing research and data sources provided by ORESJ's racial equity impact assessment along with community outreach, OAG effectively demonstrated an understanding of issues faced by BIPOC and women farmers by outlining historical and systemic policies that created barriers to access for these groups while simultaneously creating opportunities for their White, male counterparts. Data used in the response also showed that these disparities continue to persist today, justifying a need for the project put forth by OAG. The project seeks to target resources for BIPOC and women farmers who wouldn't otherwise qualify for funds at the state and federal level. The response also takes into consideration administrative burdens these groups may potentially face as they apply for the resources made available by the project. OAG is specifically requesting these funds to fill a need brought to them by BIPOC farmers, who continue to be in communication with OAG. OAG consulted with their CORE Team Lead and also leaned on the racial equity impact assessment conducted by ORESJ, which they attached to their submission.***

Where can I find help?

ORESJ will provide a training that will be recorded and shared with department users on July 22, 2022. Because **ratings will not be changed after they are transmitted**, ORESJ strongly recommends taking advantage of its training and technical assistance offerings.

ORESJ will also offer office hours beginning August 3, 2022 through September 1, 2022 on Wednesdays and Thursdays from 1-2:15pm. We ask that you coordinate with ORESJ in advance to schedule a time. Once a date and time are finalized, ORESJ will send a calendar



invite. To maximize office hours, please send progress on tool responses, questions, and project background no less than 24 hours prior to consultation.

## Glossary:

- **Black, Indigenous, and People of Color (BIPOC)** A term referring to “Black and/or Indigenous People of Color.” While “POC” or People of Color is often used as well, BIPOC explicitly leads with Black and Indigenous identities, which helps to counter anti-Black racism and Native erasure.
- **Disaggregated data** is information—quantitative or qualitative—that gives insights into the particular experience and circumstances of specific population groups (by race, ethnicity, nativity, gender, disability, etc.). Disaggregating data can help in identifying and unpacking dimensions of a specific inequity or inequitable outcome. When data is not disaggregated and viewed in its aggregate form, it can mask inequities.
- **Ethnicity** A social group that shares a common and distinctive culture, religion, language, history and customs. Throughout US history different ethnic groups, as described above in the definition of “race”, have been racialized as non-white and therefore ethnicity within this context is commonly used in conjunction with race or is implied when describing disparities, disproportionalities, and other inequities.
- **Equity** The guarantee of fair treatment, access, opportunity, and advancement while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations, and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.
- **Marginalized communities** are communities that have not had equal access to opportunity due to exclusion or harmful policies or practices, including discrimination or disinvestment, which have produced inequities by race and ethnicity and its intersection with gender, nativity, disability, and other identity groups. Terms like “underserved communities”, “disinvested communities”, “underrepresented communities”, and “disadvantaged communities” are similar and depending on the context may more appropriately describe communities that have historically and currently experienced inequities.
- **Race** A social and political construction—with no inherent genetic or biological basis—used by institutions to arbitrarily categorize and divide groups of individuals based on physical appearance (particularly skin color), ancestry, cultural history, and ethnic classification. The concept has been, and still is, used to justify the domination, exploitation, and violence against people who are racialized as non-White. Racial categories subsume ethnic groups.
- **Racial equity:** Racial equity is the condition that would be achieved if one's racial identity no longer predicts one's life outcomes. When we use the term, we are thinking

about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

- **Racial disparity:** An unequal outcome one or more racial or ethnic group experiences as compared to the outcome for another racial or ethnic group and their population relative overall population.
- **Racial disproportionality:** The underrepresentation or overrepresentation of a racial or ethnic group at a particular decision point, event, or circumstance, in comparison to the group's percentage in the total population.
- **Racial inequity:** Race as the number one predictor of life outcomes, e.g., disproportionality in education (high school graduation rates), jobs (unemployment rate), criminal justice (arrest and incarceration rates), life expectancy, etc.
- **Race Equity Lens:** The process of paying disciplined attention to race and ethnicity while analyzing problems, looking for solutions, and defining success. A race equity lens critiques a “color blind” approach, arguing that color blindness perpetuates systems of disadvantage in that it prevents structural racism from being acknowledged. Application of a race equity lens helps to illuminate disparate outcomes, patterns of disadvantage, and root cause.
- **People of Color:** Political or social (not biological) identity among and across groups of people that are racialized as non-White. The term “people of color” is used to acknowledge that many races experience racism in the U.S, and the term includes, but is not synonymous with, Black people. Increasingly, the term BIPOC is used in place of “people of color”.

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