

# **Advancing Racial Equity in the FY25-30 CIP**

Presented By:

**The Montgomery County Office of Racial Equity and Social  
Justice (ORESJ)**

**July 18, 2023**



**MONTGOMERY COUNTY  
OFFICE OF RACIAL EQUITY  
& SOCIAL JUSTICE**

# Agenda

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- Racial Equity and Social Justice in the CIP
- Key Definitions
- Why Lead with Race?
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# Racial Equity and Social Justice in the CIP

- Applying a racial equity and social justice lens to the CIP is required by the RESJ Act (Bill No. 27-19). It is a process that brings conscious attention to racial inequities before CIP decisions are made.
- The CIP Budget Equity Tool (CBET) itself is both a product and a process that encourages departments and decision-makers to consider the racial equity and social justice impacts of their proposed projects, project amendments, and budget decisions on racial disparities and inequities in the County.
- The CBET 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.

# Key Definitions

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- **Racial equity** is the condition that would be achieved if one's racial identity no longer predicts one's life outcomes.
- **Racial inequity** establishes 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.
- **Racial disparity** is an unequal outcome one or more racial or ethnic groups experience as compared to the outcome for another racial or ethnic group and their population relative overall population.
- **Unintended Consequences** is not a concept unique to advancing RESJ and refers to the outcomes of an action that are not anticipated. These occur when the intended goals or outcomes of a particular action or intervention are not fully realized or when unanticipated side effects emerge.



# Why Lead With Race?

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- The creation and perpetuation of advantage and disadvantage based on race (and other racialized identities) is baked into the history and structures of US governmental policies, practices, and procedures, with these deep and pervasive racial inequities existing across all dimensions of success and well-being.
- While *Equity Emphasis Areas* offer a strong start to addressing inequities and social injustices in parts of Montgomery County, there are limitations to leading with this approach.
- Focusing on racial equity is an opportunity to introduce a framework, tools, and resources that can also be applied to other areas of marginalization.
- Leading with race is a strategy to help achieve equity and justice for all, not an attempt to rank oppressions based on severity.
- RESJ Act (Bill No. 27-19) requires the explicit use of a *racial* equity and social justice lens

# The FY25-30 CBET

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- New this year, the FY25-30 CBET is comprised of approximately 7 questions organized in 3 steps that build towards demonstrating how the proposed project responds to racial disparities, inequities, and unintended consequences.
- **Responses must be at least 50 characters in length** and ideally should be approximately 4-5 sentences of narrative.
- **You will not be able to submit your department's CIP Budget unless you respond to all 7 CBET questions meeting the character minimum for each.**



# Tips for Completing the FY25-30 CBET

1. You are not required to complete a CBET for all CIP projects. You are only **required to complete a CBET for the projects listed in the CBET Tab** (department directors also received the list of required projects via email).
2. Before attempting to complete the CBET, please read the tool in its **ENTIRETY** (each tab in BASIS) as each step and question builds upon the previous one.
3. Be sure to reference the FY25-30 CBET Guidance Manual early and often throughout the process of completing the tool.
4. We recommend that you **work on your CBET in a separate document and paste your responses in the textboxes or regularly click 'Save' (about every 15 minutes) as you work directly in the Tab.**
5. Respondents will be **required to answer each of the 7 questions** that comprise the full FY25-30 CBET.
6. Each response requires a **minimum of 50 characters**. You **will not be able to submit your full CIP budget without responding to each CBET question**, using a minimum of 50 characters.
7. Regularly consult with your CORE Team Lead, CORE Team members, and other members of your department who have expertise or received specialized training related to racial equity and social justice.
8. Questions in the *General CBET Questions* section are required.

# FY25-30 CBET Questions



## FY25 CIP budget equity tool

A CIP Budget Equity Tool (CBET) response is NOT required for all the CIP projects your department manages. It is required only for the below projects:\*

All records per page

Search:

Sub-Category	Project Number	Project Name	Action
Recreation	Kennedy Shriver Aquatic Center Building Envelope Improvement	P721503	
Recreation	North Bethesda Community Recreation Center	P720100	
Recreation	Placeholder - Montgomery Village/Lake Forest Mall Recreation	P7225N1	

Showing 1 to 3 of 3 entries

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Based on available information, these projects are either new or in a phase of development where the application of a racial equity analysis will be most impactful.



# FY25-30 CBET Questions



## FY25 CIP budget equity tool instructions

Instructions

CBET Questions

CBET Reporting Module

[Back to Projects List](#)

### Kennedy Shriver Aquatic Center Building Envelope Improvement (P721503)

Welcome to the Racial Equity and Social Justice Tab of the FY25-30 Capital Improvements Program (CIP) Budget. This tab contains important information about the CIP Budget Equity Tool (CBET). Please read it in its entirety and regularly consult ORESJ's [Budget Equity Tool Resource Page](#) for the FY25-30 Guidance Manual and training materials.

You are not required to complete a CBET for all CIP projects. You are only required to complete a CBET for the projects listed in the CBET Tab (department directors also received the list of required projects via email).

**For your CIP budget to be considered complete, you must respond to each CBET question. Each response requires a minimum of 50 characters. You will not be able to submit your full CIP budget without responding to each CBET question, using a minimum of 50 characters.**

As a reminder, your response to the CBET is our primary source of information for analysis and assessment of whether the project is likely to reduce or expand racial disparities and inequities in the County. **Our assessment and project scores will not change once they've been transmitted to OMB, the County Executive, and Department Directors.** We highly recommend that you attend our CBET Training, regularly refer to the Guidance Manual, and—if you have substantive questions related to your project and racial equity and social justice—schedule a technical assistance (TA) session with ORESJ prior to submission.

# FY25-30 CBET Questions

Welcome to the CIP Budget Equity Tool (CBET) Tab.

Please read the CBET in its entirety along with the FY25-30 [CBET Guidance Manual](#) and the below instructions prior to completion. We also encourage you to attend and/or review the CBET training session, regularly refer to the Guidance Manual, and if necessary, schedule a TA session with ORESJ.

As a reminder, in order for your CIP budget to be considered complete and ready for submission, you must respond to each CBET question. Each response requires a minimum of 50 characters. You will not be able to submit your CIP Budget without responding to each CBET question, using a minimum of 50 characters.

We recommend that you work on your CBET in a separate document and paste your responses in the textboxes below or regularly click 'Save' (about every 15 minutes) as you work directly in the Tab. Please make sure to click 'Save', before navigating away from the CBET Tab as not doing so will result in lost work.

To ensure your submission is complete, each response to CBET questions should be at least 50 characters and include supporting evidence. Including, but not limited to:

- the demographic composition of the residents, workers/employees, or area served—related to your project—including demographic-specific indicators such as race, ethnicity, age, disability, etc.)
- the geographic location (address, zip code, census tract, neighborhood, County region) of the project, and the location's proximity to communities most impacted by racial disparities and inequities in the County
- information garnered from community engagement activities—particularly those experiencing an inequity or disparity related to your project. 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)
- research about the intersection of your issue area and racial equity and social justice, including: [ORESJ Racial Equity Impact Assessments \(REIAs\)](#), Montgomery County Office of Legislative Oversight (OLO) [Racial Equity and Social Justice Impact Statements](#).
- context and background that highlights relevant details from Master Plans and other foundational documents (and whether the approaches used in those plans considered racial equity and social justice).

For more details about the CBET and how to complete it, please visit the [Budget Equity Tool Resource Page](#) where the FY25 CBET Guidance Manual, and Training Slides will be posted.



# FY25-30 CBET Questions

## Step 1

### STEP 1: Establish the context and need for the project

1. What need does this project fulfil and what benefit (or outcome) does this project seek to create in the community?

2. What informed the project request — how did you learn about this need?

= What the project seeks to address

# FY25-30 CBET Questions

## Step 2

### STEP 2: Apply a Racial Equity Lens to the problem or issues the project seeks to address

3. What does data, community feedback, and broader research (historical and/or current) tell you about who is most *impacted/burdened* by what this project seeks to address?

4. What unintended consequences does this project have the potential to create **(at any point in the lifespan of the project)** for communities of color and other marginalized groups?

= What a racial equity lens says about who is most impacted by what the project seeks to address



# FY25-30 CBET Questions

## Step 3

### STEP 3: Explain how the project responds to the information generated from using a racial equity lens

5. How does this project respond to data, community feedback, and broader research (historical and/or current) about racial disparities and inequities related to what this project seeks to address?

6. What racial disparities or inequities will this specific project help to reduce or widen because of its implementation/completion?

7. How will you mitigate any unintended consequences, for communities of color and other marginalized groups, resulting from the development, construction, or implementation of the project?

= How the project responds to the information generated by using a racial equity lens

# FY25-30 CBET Questions

## General CBET Questions

### General CBET questions

Please answer the following questions regarding overall completion of the FY25-30 CBET

1. 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 related equity analyses) related?

2. 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: (First Name(s), Last Name(s), Title(s), Department)
  - b. If different from above, Departmental Director: (Name)

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



# Scoring Rubric For The FY25- 30 CBET

## STEP 3: Explain how the project responds to the information generated from using a racial equity lens

Question	Rating	Explanation
Question 5 How does this project respond to data, community feedback, and broader research (historical and/or current) about racial disparities and inequities related to what this project seeks to address?	0	The response does not explain how the project responds to data, community feedback, and broader research (from Step 2); there's no explanation about how racial disparities and inequities (identified in Step 2) were/will be considered in all phases of the project.
	1	Response provides some explanation for how the project responds to data, community feedback, and broader research, but the response doesn't include sufficient evidence that racial disparities and inequities (identified in Step 2) were/will be considered in all phases of the project.
	2	Response clearly explains how the project responds to data, community feedback, and broader research. Response includes evidence that racial disparities and inequities (identified in Step 2) were/will be considered in all phases of the project.
Question 6 What racial disparities or inequities will this specific project help to reduce or widen because of its implementation/completion?	0	Response identifies a specific racial disparity or inequity related to the project issue area but does not provide adequate supporting evidence to explain how that disparity/inequity will be affected by the project.
	1	Response identifies a specific racial disparity or inequity related to the project issue area and provides some supporting evidence to explain how the disparity/inequity will be affected by the project.
	2	Response identifies a specific racial disparity or inequity related to the project issue area and provides robust supporting evidence to explain how the disparity/inequity will be affected by the project.
Question 7 How will you mitigate any unintended consequences resulting from the development, construction, or implementation of the project?	0	The response does not identify any unintended consequences, but available information (data, community feedback, or broader research) suggests that Black, Indigenous, People of Color, and other marginalized people are more likely to experience harm or burdens as a result of this project or projects like it.
	1	Response identifies unintended consequences (from Step 2) but does not adequately explain what steps will be taken to mitigate any unintended consequences resulting from the development, construction, or implementation of the project.
	2	Response identifies unintended consequences (from Step 2) and explains what steps will be taken to mitigate any unintended consequences resulting from the development, construction, or implementation of the project.

# Scoring Rubric For The FY25-30 CBET

	Rating	Explanation
Total Score	0-1	The response does not identify a specific racial disparity or inequity related to the project or project issue/service area, but available evidence (ORESJ research) indicates that implementation/completion of the project could help reduce or widen racial disparities or inequities. Similarly, the response does not explain how the project is likely to impact racial disparities and inequities. There are also unintended consequences that the response does not identify or address.
	2-4	Response explains how the project responds to data, community feedback, and broader research and identifies a specific racial disparity or inequity related to the project issue area. The response also explains how identified disparities/inequities will be affected by the project and any unintended consequences that are likely to emerge as a result of the project. The evidence used in the response is mixed but could be strengthened with additional detail or disaggregation of data.
	5-6	The response clearly explains how the project responds to data, community feedback, and broader research identifies a specific racial disparity or inequity related to the project issue area, and provides robust supporting evidence to explain how the disparity/inequity will be affected by the project. The response also explains what steps will be taken to mitigate any unintended consequences resulting from the development, construction, or implementation of the project.



# **Narrative Justification for FY25-30 CBET**

1. The level of detail and clarity about the project, project context, and goals in Step 1.
2. The depth of supporting evidence, including the use of disaggregated data, community engagement, research on racial disparities and inequities, and best practices for advancing racial equity to make decisions about the project—its planning and/or implementation.
3. Examination of who benefits from, or is potentially harmed by, the implementation or absence of this project.
4. The resources—CORE Team leads, ORESJ, or outside experts—that were consulted during budget development as well 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.

# What to Expect

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- Ratings and narrative feedback from ORESJ will be provided to departments, the Office of Management and Budget, and the County Executive's office in early October (in alignment with the overall CIP deliberation process).
- **Rating scores are final once they are transmitted**; ORESJ, therefore, recommends taking advantage of technical assistance offerings, consulting the FY25-30 CBET Guide, and referring to this presentation.



# Where To Find Help

- ORESJ will hold 30-minute technical assistance sessions, by appointment only, during the time blocks provided on the right.
- To secure a 30-minute appointment during one of these time blocks, please complete the CBET TA Assistance Form located on our website. An Outlook invitation confirming the appointment date and time will follow.
- Should you need further assistance, please contact Andrea Gardner:  
[Andrea.Gardner@montgomerycountymd.gov](mailto:Andrea.Gardner@montgomerycountymd.gov).

**Wednesday, August 9<sup>th</sup>,  
10 am - 12 pm**

**Wednesday, August 16<sup>th</sup>,  
2pm - 4pm**

**Wednesday, August 23<sup>rd</sup>,  
10am - 12pm**

**Wednesday, August 30<sup>th</sup>,  
2pm - 4pm**

# Contact Us

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- Tiffany Ward, Director [Tiffany.Ward@montgomerycountymd.gov](mailto:Tiffany.Ward@montgomerycountymd.gov)
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# Questions

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# Thank You!

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**MONTGOMERY COUNTY**  
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