



Equity Analysis Tool

CCOA

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Purpose: The Continuing Care for Older Adults Administration is committed to using an equity lens in the creation, execution and evaluation of programs, projects, initiatives, budgets, practices and procedures. This equity tool acts as a process and set of questions to assess impacts on equity and offers the opportunity to make positive improvement and changes to ensure achievement of equity in our state. This tool and its explicit consideration of equity in decisions, is one of many resources that must be utilized in order to support the [DHS Equity Policy](#)'s goal of eliminating inequity.

Importance and Need for an Equity Analysis Tool: The Equity Analysis tool is used to develop strategies and actions that reduce inequities and improve success for all groups. The equity tool can be used to engage community in decision-making processes, identifies who will benefit or be burdened by a given decision, examines potential unintended consequences of a decision, and develops mechanisms for successful implementation and evaluation of impact. Government has always played a role in maintaining inequity – we need intentional intervention to upset that inequity, and the Equity Analysis Tool functions as that intervention. The tool is to be used early and often, so that individual decisions can be aligned with the DHS Equity Policy and so that equity may be incorporated throughout all phases, from development to implementation and evaluation. Progress on equity cannot be measured through actions alone; we must measure it through results. The equity tool may be used as a way to set measurable targets, track progress and report results.

Equity Commitments:

- We agree that our equity will be informed by our commitment to [anti-racism](#)
- We agree that we will hold ourselves and others accountable to using the equity tool whenever we are making decisions about policies, programs, practices, budgets, initiatives or other high impact decisions.
- We agree to be open to continuous learning and growth through a process of unlearning discrimination and learning equity. This includes embracing situations of discomfort and learning in our process of continuous improvement.
- We agree to focus our efforts on places where the needs relative to the opportunity for equity are the greatest (Black, Indigenous and People of Color, people with disabilities, the LGBTQ community and veterans), which ensures that the outcomes will benefit all.
- We agree that equity should not be an afterthought, but the first consideration of every action and decision we make.

What does an Equity Analysis Tool do?

- Seeks to eliminate inequities and advance equity
- Identifies goals, objectives and measurable outcomes

- Engages community in decision-making process
- Identifies who will benefit or be burdened by a given decision
- Examines potential unintended consequences of a decision
- Develops mechanisms for successful implementation and evaluation of impact
- Educates on equity issues and raises consciousness
- Promotes inclusive collaboration and engagement
- Assesses community conditions and sets goals for affecting desired community impact.
- Expands opportunity and access for individuals
- Balances high expectations with actionable and measurable objectives
- Affects systemic change and remains focused on where needs are greatest

Glossary of terms: * This glossary is not intended to be an exhaustive list of every word and term used in our equity work.

- **Access** - creating the necessary conditions so that individuals and organizations desiring to, and who are eligible to, use our services, facilities, programs and employment opportunities.
- **Ally:** Someone who supports a group other than one's own (in terms of multiple identities such as race, gender, age, ethnicity, sexual orientation, religion, etc.). An ally acknowledges oppression and actively commits to reducing their own complicity, investing in strengthening their own knowledge and awareness of oppression.
- **Anti-Racism:** A personal and collective identity which embraces the intentional dismantling of our racialized society and proactively builds racial peace [McKinney and Essenburg] / The process of actively and consistently confronting racism" [Kivel, p. 230]
- **Bias:** A form of prejudice that results from our tendency and needs to classify individuals into categories.
- **Color Blind:** The belief that everyone should be treated "equally" without respect to societal, economic, historical, racial or other difference. No differences are seen or acknowledged; everyone is the same.
- **Cultural Humility** - refers to an ability to interact effectively with people of different cultures. Cultural competence comprises four components: (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) Cross-cultural skills. Developing cultural humility results in an ability to understand, communicate with, and effectively interact with people across cultures. Cultural humility is a developmental process that has to endpoint.

- **Decolonize:** The active and intentional process of unlearning values, beliefs, and conceptions that have caused physical, emotional, or mental harm to people through colonization. It requires a recognition of systems of oppression.
- **Disability:** Physical or mental impairment that affects a person's ability to carry out normal day-to-day activities.
- **Diversity:** Socially, it refers to the wide range of identities (race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, veteran status, physical appearance, etc.) It also involves different ideas, perspectives, and values.
- **Discrimination:** The unequal treatment of members of various groups, based on conscious or unconscious prejudice, which favor one group over others on differences of race, gender, economic class, sexual orientation, physical ability, religion, language, age, national identity, religion, and other categories.
- **Equity:** The fair treatment, access, opportunity and advancement for all people, 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 in the provision of adequate opportunities to all groups.
- **Implicit Bias:** Negative associations expressed automatically that people unknowingly hold and that affect our understanding, actions, and decisions; also known as unconscious or hidden bias.
- **Inclusion:** The act of creating environments in which any individual or group can be and feel welcomed, respected, supported and valued as a fully participating member. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.
- **Institutional Racism:** Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes and opportunities for different groups based on racial discrimination.
- **Intersectionality:** A social construct that recognized the fluid diversity of identities that a person can hold such as gender, race, class, religion, professional status, marital status, socioeconomic status, etc.
- **"Isms":** A way of describing any attitude, action or institutional structure that subordinates (oppresses) a person or group because of their target group. For example, color (racism), gender (sexism), economic status (classism), older age (ageism), religion (e.g., anti-Semitism), sexual orientation (heterosexism), language/immigrant status (xenophobia), etc.

- **LGBTQIA2S:** An inclusive term for those who identify as lesbian, gay, bisexual, transgender, queer, interse, asexual and two spirit.
- **Oppression:** The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures.
- **Prejudice:** an inclination or preference, especially one that interferes with impartial judgment and can be rooted in stereotypes that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics.
- **Privilege:** Exclusive access or availability to material and immaterial resources based on the membership to a dominant social group.
- **Race:** A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time
- **White Supremacy:** A power system structured and maintained by persons who classify themselves as white, whether consciously or subconsciously determined; and who feel superior to those of other racial/ethnic identities.

The above terms have been reproduced from the following resources:

- Anti-Violence Project. [Glossary](#). University of Victoria
- Colors of Resistance. [Definitions for the Revolution](#)
- Cram, R. H. (2002). Teaching for diversity and social justice: A sourcebook
- Equity and Inclusion. [Glossary](#). UC Davis
- Potapchuk, M., Leiderman, S., et al. (2009). [Glossary](#). Center for Assessment and Policy Development
- Center for Diversity & Inclusion. [Glossary of Bias Terms](#). Washington University in St. Louis
- Ontario Human Rights Commission. [Glossary of human rights terms](#)
- W.K. Kellogg Foundation. Racial Resource Guide

CCOA Equity Analysis Tool

- adapted from the [Government Alliance on Race and Equity \(GARE\)](#)

Title of policy/procedure/initiative/program/budget: _____

Policy Initiative Program Budget Other: _____

Expected completion date of project: _____

Description: _____

Your name, title & e-mail address: _____

Step 1: Set Equitable Outcomes

1. What are the intended equitable results (in the community) and what community indicators measure those results? What performance measures will help with accountability?

2. Which area will the issue primarily impact? (check all that apply)

Education Criminal Justice Outdoor Spaces & Buildings Transportation
 Community & Health Services Housing Respect & Social Inclusion
 Work & Civic Engagement Communication & Information Social
Participation Other: _____

Step 3: Engage Those Most Impacted

*Look at previous recommendations produced by the community or resulting from engagement with them to avoid community fatigue.

Examine the following types of engagement:

	<u>Inform</u>	<u>Consult</u>	<u>Involve</u>	<u>Collaborate</u>	<u>Empower</u>
Public Participation goal	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
Promised to the public	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide

▪ developed by the International Association for Public Participation

1. Select which type of engagement you will use based on the spectrum.
 - Inform
 - Consult
 - Involve
 - Collaborate
 - Empower

2. How will you engage those most impacted? Describe your engagement strategies. Public engagement should prioritize opportunities to empower and collaborate.

3. What did the community tell you about their needs and priorities? What results and outcomes do they want?

Step 4: Involve Partners & Analyze Data

1. What are the demographics of those living in the area impacted by the issue?

2. How have you involved community members and partners?

3. What does the data and your conversation with partners tell you about existing disparities that impact people's lives?

4. What are the root causes or factors creating these disparities?

5. What data do you have on existing programs/policies related to this proposal?

6. What are the gaps in the data?

7. What additional data would be helpful in analyzing the proposal?

Step 5: Determine Benefit and/or Burden

1. How will the program, policy, initiative or budget increase or decrease equity? Consider any unintended consequences. Are the impacts aligned with the community outcomes identified in step 1? What are the potential benefits or burdens resulting from this proposal? Are there more equitable results and outcomes to aim for than what you proposed in step 1? If so, revise accordingly.

Program, policy, practice, decision, service, etc.	Demographics (group affected – be as specific as possible) Note* This includes an internal analysis, too: are staff affected?	Positive – benefit impacts	Negative – burden impacts	Root causes for benefits and burdens

1. Are there complimentary/additional strategies to your proposal? Rank their effectiveness and feasibility.

Proposal changes			
	High feasibility	Medium feasibility	Low feasibility
High effectiveness			
Medium effectiveness			
High effectiveness			
Mitigation Strategies			
	High feasibility	Medium feasibility	Low feasibility
High effectiveness			

Medium effectiveness			
High effectiveness			
Complimentary Strategies			
	High feasibility	Medium feasibility	Low feasibility
High effectiveness			
Medium effectiveness			
High effectiveness			

2. How did you select each strategy? Does a strategy align with what you heard from members of the community? Is a strategy a known best practice?

3. If impacts are not aligned with desired community outcomes, how will you re-align your work?

Program Strategies: _____

Policy Strategies: _____

Partnership Strategies: _____

Step 6: Evaluate. Raise Awareness. Be Accountable

1. How will impacts and performance be documented, evaluated, and reported?
2. What are your messages and communication strategies that will help advance equity?

3. How will you continue to partner and deepen relationships with the community to make sure your proposal is working and sustainable for the long haul?

4. How will you maintain partner participation and ensure public accountability?

5. How will you raise awareness about equity related to this issue?

6. What remains unresolved?

Step 7: Implementation

1. What is your plan of action?

2. What do you need so that your plan can be adequately funded and resourced?

3. Share your equity analysis with CCOA leadership and get the following signatures:

Assistant Commissioner: _____ Date: _____

Director of Legislative and External Affairs: _____ Date: _____

Your supervisor if different than above: _____ Date: _____