General Plans as a Tool for Social Equity

June 8, 2017

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@RaimiAssociates

&

Dr. Elizabeth Baca, Governor’s Office of Planning and Research

@Cal_OPR

California APA | Inland Empire Section
Introductions / Icebreaker

- Name
- Organization
- How ready are you or your organization to work on social equity
  - RED = Not at all ready
  - YELLOW = Dipped my toes in
  - GREEN = Already doing this work and excited to go deeper
Governor’s Office of Planning & Research

- State Land Use Policy
- CEQA Guidelines
- General Plan Guidelines
- Environmental Goals and Policy Report
- Technical Advisories
- And More!
Why Social Equity?
Social Equity Defined

"The expansion of opportunities for betterment that are available to those communities most in need, creating more choices for those who have few." (American Planning Association)

“The fair, just and equitable management of all institutions serving the public directly or by contract; the fair, just and equitable distribution of public services and implementation of public policy; and the commitment to promote fairness, justice, and equity in the formation of public policy.” (The National Academy of Public Administration)

The 1996 U.S. President's Council on Sustainable Development defined social equity as "equal opportunity, in a safe and healthy environment."
“If people are uncomfortable addressing the social pillars of sustainability, then perhaps those actions are not sustainable” – Carlton Eley, US EPA
Equality is about sameness. But this only works if everyone starts from the same place.

Equity is about fairness. Making sure people have access to the same opportunities. We need equity before we can reach equality.
America’s Tomorrow: Equity is the Superior Growth Model

As the country witnesses the emergence of a new racial and ethnic majority, equity—long a matter of social justice and morality—is now also an economic imperative. The nation can only achieve and sustain growth and prosperity by integrating all into the economy.

- By 2042, the majority of the US population will be people of color
- 80% of seniors are white vs. 54% of those under age 18
- Income inequality is bad for all, not just those at the bottom

[Source: http://www.policylink.org/sites/default/files/SUMMIT_FRAMING_SUMMARY_WEB.PDF]
California Population Projections by Race/Ethnicity (2010-2060)

California Department of Finance Demographic Research Unit. 2013. Graph prepared by Raimi + Associates
Dimensions of Racism

**INTERNALIZED**
Beliefs within individuals
Stereotype Threat

**INTERPERSONAL**
Bigotry between individuals,
Racial Anxiety

**INSTITUTIONAL**
Bias within an agency, school. . .

**STRUCTURAL**
Cumulative among institutions,
durable, multigenerational
<table>
<thead>
<tr>
<th>Institutional Racism</th>
<th>Structural Racism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies, practices, and procedures that work better for White people than for people of color, often unintentionally.</td>
<td>A history and current reality of institutional racism across all institutions, combining to create a SYSTEM that negatively impacts communities of color.</td>
</tr>
</tbody>
</table>
Racial Equity is Achieved When....

1) **race no longer is a determinant of life outcomes**

and

2) in addressing racial inequity directly, we improve outcomes for everyone, including White people

Racial equity is both our process and the outcome we seek to achieve.

It is an **inclusive** approach to transform structures towards access, justice, self-determination, redistribution, and sharing of power and resources.
## Categories of Equity Action *(Portland)*

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Procedural</strong></td>
<td>• processes are fair and inclusive.</td>
</tr>
<tr>
<td><strong>Distributional</strong></td>
<td>• resources, benefits, and burdens are distributed fairly and prioritized to those most in need.</td>
</tr>
<tr>
<td><strong>Structural</strong></td>
<td>• commitment to correct past harms and future unintended consequences.</td>
</tr>
</tbody>
</table>
Intersectionality: We hold many identities at once

- Race
- Gender
- Identity
- Sexuality
- Income/Class
- Disability
- Religion
- Immigration Status/Nationality
- Status/Nationality
Communities in Action: Pathways to Health Equity

#PromoteHealthEquity
SDOH Report conceptual model

Social Determinants of Health

Structural Inequities and Biases, Socioeconomic and Political Drivers

- Transportation
- Education
- Employment
- Health Systems & Services
- Housing
- Income & Wealth
- Social Environment
- Public Safety
- Physical Environment

Community Driven Solutions

Making health equity a shared vision and value

Increasing community capacity to shape outcomes

Healthier more equitable communities in which individuals and families live, learn, work, and play

Fostering multi-sector collaboration
Health inequities in the U.S.

Geography Matters

Life expectancy disparities in New Orleans, LA and Kansas City, MO


Note: Age adjusted death rates and life expectancy are indicators of overall health.
Recommendation 6-1:
All government agencies that support or conduct planning related to land use, housing, transportation, and other areas that affect populations at high risk of health inequity should...
Policies to Support Community Solutions

- Ensure robust and authentic community participation
- Collaborate with public health agencies
- Highlight the co-benefits of shared “wins”
- Prioritize affordable housing and avoid displacement
Introduction

- Many legislative updates
- Live links to tools
- Example Policies
- Data and data tool
- Coordination with other state work
  - Cal Adapt
  - Scoping Plan
- Statutory and extra
A Vision For Long-Range Planning

- Start with a vision
- Local plans and statewide goals
- GP basics
- Expanded Chapter on Community Engagement
Environmental Justice

Identify objectives and policies to reduce the unique or compounded health risks in disadvantaged communities by means that include but are not limited to:

- Reducing pollution exposure, including improving air quality \(\rightarrow\) near roadway siting
- Promoting public facilities
- Promoting food access
- Promoting safe and sanitary homes
- Promoting physical activity

Identify objectives and policies to promote civil engagement in the public decision making process

Identify objectives and policies that prioritize improvements and programs that address the needs of disadvantaged communities
Equitable & Resilient Communities

- Definitions of social equity
- Incorporating social equity
- Data, mapping, example local areas
- Resilience screen
Healthy Communities

- Innovative Partnerships
- Health Considerations
  - In addition to EJ section
  - Health & Economics
  - A Changing Climate & Resilience
  - Social Connection & Safety
  - Health & Human Services
- Data & Policies
RFPs / Scoping
**RFP / Scoping Considerations**

Assess - will this project be supportive, neutral, or harmful for local and regional racial inequities?

Can a local CBO / person from the community do this work without an external consultant?
- If not, can they prime with consultant technical support?

Teaming: include local leaders, CBOs, local organizers
- If you don’t already have local relationships, include budget to hire them after project starts

Specify scope tasks that could improve the project’s equitable outcomes – including building local capacity of CBOs, residents and staff
Salinas Alisal Vibrancy Plan Case Study

Community partners helped craft RFP language with the city and scope the project

Proposal reviewers included community representatives

Public community workshop to interview top two teams (bilingual presentations + Q&A + community voting)
Engagement
Community Engagement and Outreach

- Design process from beginning
- Advisory boards and novel ways to integrate partners
- Culture and equity considerations
- Language & communication styles
- Data
- Tools
Levels of Community Engagement

- Traditional planning engagement falls on the consult and involve spectrum.

- Principles:
  - Inclusion
  - Transparency
  - Democratic participation
Encourage Transparency, Collaboration, and Power-Sharing between Community & City

**Develop a project or plan charter**
- Outline roles of stakeholders, participation, responsibilities & expectations, methods of communication, & strategies for group conflict resolution
- Establish a shared decision-making structure between the local government and community leaders

**Compensate community members and CBOs**
- Plan creation
- Engagement support
- Focus groups
- Advisory committee meetings

**Step back**
- Invite CBOs, community leaders, or other trusted individuals to MC / co-lead meetings and forums
Equitable Engagement Best Practices

Engage youth and/or older adults in planning

Employ a “no wrong door” strategy at all community events/meetings

Consider time, location, childcare and food at community meetings

Listen & reflect back what you heard. Remind city staff of community PoV
### Inclusion Sign In Sheet

**Hoja de Inclusión**

<table>
<thead>
<tr>
<th>Race</th>
<th>Hispanic or Latino Origin</th>
<th>Primary Language Spoken in the Home</th>
<th>Gender</th>
<th>Age</th>
<th>Owner or Renter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raza</td>
<td>Origen Hispano o Latino</td>
<td>Idioma principal que se habla en el hogar</td>
<td>Género</td>
<td>Edad</td>
<td>Propietario o Inquilino</td>
</tr>
</tbody>
</table>

**Example:**

- **African American**
  - Yes / Sí
  - Spanish / Español
  - F
  - 30
  - X
Demographic Sign In Sheet

- This form helps us understand who we are reaching to ensure we’re doing the best job at connecting with all in a community
- All information is anonymous
- Participation is voluntary

Can adjust engagement approach to ensure representative participation
<table>
<thead>
<tr>
<th>Buddy #1:</th>
<th>Buddy #2:</th>
<th>Buddy #3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 year old who lives alone</td>
<td>8 year old with asthma</td>
<td>A typical Encinitas teenager without a car</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Buddy #4:</th>
<th>Buddy #5:</th>
<th>Buddy #6:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish-speaking immigrant who works at one of the local greenhouses</td>
<td>Parent of 3 school-aged kids who commutes to San Diego for work</td>
<td>Family of 5 who can only afford 1 car</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Buddy #7:</th>
<th>Buddy #8:</th>
<th>Buddy #9:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nanny who lives with a family in New Encinitas</td>
<td>Overweight 52 year old resident who works from home</td>
<td>Mid-20s employee of an Encinitas restaurant who lives in Escondido</td>
</tr>
</tbody>
</table>
Engagement Discussion

What worked? What didn’t?

How could you make engagement more equitable in your community?

Who’s most impacted by the issue at hand? How can they be engaged?
Data
Community members should help define indicators & interpret analysis results
Indicator Guidelines

1. Policy-relevant
2. Measure change over time (past to current)
3. Document where we’re at now to track progress (current to future)
4. Include a comparison number (County, state, established standard, etc.)
5. Explore relationships between different topics
6. Measure inequities between populations and places
7. Consider context (rural vs. suburban vs. urban)
8. Contributing cause to inequities?
9. Document assets and weaknesses
10. Make data / report publically available for community / public use
   (Results can provide justification and background info for City, County, and community groups’ grant applications)
SB 1000 DAC Definition

(4) For purposes of this subdivision, the following terms shall apply:

- (A) “Disadvantaged communities” means an area identified by the California Environmental Protection Agency pursuant to Section 39711 of the Health and Safety Code or an area that is a low-income area that is disproportionately affected by environmental pollution and other hazards that can lead to negative health effects, exposure, or environmental degradation.

- (B) “Public facilities” includes public improvements, public services, and community amenities, as defined in subdivision (d) of Section 66000.

- (C) “Low-income area” means an area with household incomes at or below 80 percent of the statewide median income or with household incomes at or below the threshold designated as low income by the Department of Housing and Community Development’s list of state income limits adopted pursuant to Section 50093.
Vulnerable Populations and Data

Each community should define “vulnerable populations” in their own way depending on what is relevant for the project.

- Race/ethnicity
- Economic status
- Low educational attainment
- Geography
- Sex
- Gender identity
- Sexuality
- Veterans
- Age (e.g., Under 5 or Over 55)
- Physical and mental disability status
- Immigrants and refugees
- Non-English speakers
- Formally incarcerated
- Zero-vehicle households
- Pregnant women
Community Benefit and Other Data

- Community Health Needs Assessment
- CA Environmental Health Tracking Program (CDPH)
- Envirostor (DTSC)
- CalEnviroScreen 3.0 (CA EPA OEHHA)
- Healthy Communities Data and Indicators Project (CDPH)
- CA Health Interview Survey (CHIS) + CHIS Neighborhood (UCLA and CDPH)
SAMPLE OF OPR RECOMMENDED DATA FOR CONSIDERATION IN ANALYSIS OF THIS ELEMENT

The health data resources listed above have some of the recommended data below. Other more granular data might be available through the local department of public health, the local air district, the metropolitan planning organization, water district, or business association.

<table>
<thead>
<tr>
<th>Intent of Analysis</th>
<th>Recommended Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life expectancy can be a good proxy for general health and well-being in the community. Many low-income areas suffer from early mortality and morbidity.</td>
<td>Life Expectancy at Birth</td>
</tr>
<tr>
<td>Asthma can be worsened by environmental triggers such as poor air quality, poor housing quality, and climate change, examining baseline conditions can help inform siting decisions.</td>
<td>Asthma (Prevalence, ED visits, hospitalizations)</td>
</tr>
<tr>
<td>Obesity is caused by many factors, but lack of access to healthy foods and physical activity are significant contributors. Examining baseline status can help with policy decisions around active transportation, recreation priorities, and food system policies.</td>
<td>Obesity (child and adult) prevalence</td>
</tr>
<tr>
<td>These diseases, also caused by many factors, are often associated with obesity. Examining baseline status can help with policy decisions around active transportation, recreation priorities, and food system policies.</td>
<td>Secondary diseases from obesity (high blood pressure, high cholesterol, heart disease, type 2 diabetes prevalence)</td>
</tr>
<tr>
<td>Many accidents involving pedestrians and bicycles could be improved through infrastructure, design, and signage. Examining a baseline can inform policy and planning for transit routes, active transportation, and safety.</td>
<td>Unintentional injury such as pedestrian and bicycle accidents</td>
</tr>
<tr>
<td>Walk trips is a behavior that benefits health and is influenced by the environment. Examining a baseline number can help inform active transportation and for climate change and resiliency policy.</td>
<td>Walk trips per capita</td>
</tr>
<tr>
<td>Children walking, biking, or rolling to school is a behavior that can improve health and is influenced by the environmental conditions such as distance to school and safety. Examining the baseline condition can inform policy priorities around active transportation, active design, school siting, and housing siting.</td>
<td>Percent of children who walk, bike, roll to school</td>
</tr>
</tbody>
</table>
Decolonizing Knowledge
TOWARDS A CRITICAL RESEARCH JUSTICE PRAXIS

Join us as DataCenter celebrates 35 years of Research Justice...and 15 years since the publication of Dr. Linda Tuhiwai Smith’s seminal work, *Decolonizing Methodologies*

- Identify & document racial / social inequities
- Examine the causes and trends
- Discuss with community
- Share what you find
Less Detail: Data per Year

Unemployment Rate

Source: CA Employment Development Dept.
Unemployment Rate Salinas vs. California (2006-2013)
(Not-Seasonally Adjusted)

Housing Tenure by Race/Ethnicity

Owner- vs. Renter-Occupied in Salinas

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percent Owner Occupied</th>
<th>Percent Renter Occupied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>27.4%</td>
<td>72.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>36.7%</td>
<td>63.3%</td>
</tr>
<tr>
<td>White</td>
<td>61.3%</td>
<td>38.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>70.1%</td>
<td>29.9%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, 2007-2011 American Community Survey
Vulnerable Communities

- Older Adults
- Non-White Residents
- Low Income Residents
- Zero Vehicle Households

Figure 2-4: Vulnerable Communities - High Proportions of Older Adults

Legend:
- Areas where 20% of pop is over 64
- Supervisor District Boundaries
- City Boundaries
- Major Streets

Source: US Census (2010). Older Adult Population Areas defined as census blocks with over 20% of population age 65 or older. Areas include where population exceeds 500 people per square mile.

Map created by Brian Fullerton and Associates.
Figure 2-7: Vulnerable Communities - High Proportions of Non-White Residents

Legend:
- Red: Areas where 70% of population is non-White
- Black: Supervisor District Boundaries
- Gray: Major Streets
- Light Yellow: City Boundaries
- Inset 1 and 2: Additional Details

Source: American Community Survey (2006-2010). Non-White population areas are defined as census blocks with over 70% Non-White or Hispanic population. Areas include where population exceeds 900 people per square mile.

Map created by Brian Fulford and Associates.
Figure 5-5: Vulnerable Communities - High Proportions of Zero-Vehicle Households

Legend:
- Areas where over 25% of households have Zero-Vehicles
- Supervisor District Boundaries
- City Boundaries
- Major Streets

Source: American Community Survey (2006-2010). Zero-Vehicle Household Areas defined as census tracts/groups with over 25% of households not owning a vehicle. Areas include where population exceeds 500 people per square mile.

Map created by Brian Pullford and Associates.
Figure 3-22: Violent Crime Density (Violent Crimes per Square Mile)

Legend:
- City Boundary
- Major Streets
- Violent crimes per square mile:
  - 0.5-5.5
  - 5.5-13.9
  - 13.9-27.3
  - 27.3-63.1
  - 63.1-126.6

Note: Areas that are “non-urban” or have a population density of less than 500 people per square mile are excluded.

Source: Santa Clara County, 2012.

Map created by Matthew Thompson from Santa Clara County Planning & Development and Brain Fullcost and Associates.
Violent Crimes per Square Mile
(by Vulnerable Communities)

<table>
<thead>
<tr>
<th>Vulnerable Community Type</th>
<th>Violent Crimes per Square Mile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Countywide Average</td>
<td>8.90</td>
</tr>
<tr>
<td>Elderly</td>
<td>6.0</td>
</tr>
<tr>
<td>Communities of Color</td>
<td>13.5</td>
</tr>
<tr>
<td>Low-Income</td>
<td>16.0</td>
</tr>
<tr>
<td>Zero-Vehicle</td>
<td>31.2</td>
</tr>
</tbody>
</table>

Source: Santa Clara County Planning Office and Public Health Department, 2012.

Figure 3-24: Violent Crimes per Square Mile by Vulnerable Communities - August 1, 2010 - July 31, 2011
Collect Original Data: Safety, Walk Audit, Bike Count, Industrial Sites, etc.

Crime Prevention Through Environmental Design on the East Alisal Street Business Corridor in Salinas, CA

August 2016

Monterey County Health Department
With Support from: Building Healthy Communities - East Salinas, East Salinas Youth Interns and Reimé + Associates
Housing in Monterey County

Where you live affects your health. High housing costs force families to spend more on rent, which may leave less money to spend on nutritious food and health care. Affordable housing options can reduce the spread of infectious disease, noise, and stress due to overcrowding.

The shortage of affordable housing takes the hardest toll on low income and people of color - the groups that spend the highest portion of their income on housing. These groups are more stressed with difficult financial decisions around where to live and how to budget their remaining income. Short and long term consequences related to housing affordability contribute to health inequities in our communities.

Demographics

- 67,399 population
- 39% under age 18
- 5% over age 65
- 51% without high school diploma
- 5% with bachelor’s degree
- 22% living in poverty

Housing in South County

- 54% of households own their homes
- 72% of white households own their home whereas 56% of persons of color households own their home.

- 47% of households are housing cost burdened compared to 39% of non-cost burdened households.

- Montry County median income is $51,000
- Lockwood median income is $40,000

- The typical home sale price is $236,502

- Housing cost burdened households are not limited to just those living in poverty.

- 1 in 10 Monterey County public school children are homeless.

- 22% of Monterey County’s children are homeless.

- 12% of over-occupied households are overcrowded whereas 33% of under-occupied households are overcrowded.

- Monterey County
  - Monterey: 21% overcrowded
  - Salinas: 26% overcrowded
  - King City: 25% overcrowded

- Lockwood
  - Pine Canyon: 35% overcrowded
  - San Ardo: 30% overcrowded
  - San Lucas: 27% overcrowded
  - Solated: 16% overcrowded

Meet Paulina

My husband, three children, a niece, four adolescent grandchildren, and I all live in a one bedroom, one bathroom apartment in Salinas for many years. We all worked in agriculture, so we woke up early, however it was hard to get a good night’s sleep in such crowded conditions. No matter how much we cleaned, our small home was infested with cockroaches. We had to make sure that our food was kept in the refrigerator at all times. Once one got up to get a drink of water and the carpet was completely covered with cockroaches... it was like a horror movie. When the kids wanted to play outside, they made the dirt roads their playground because there were no parks close by. We wanted the kids to be active and get fresh air but we were always concerned about them getting hit by a car and the amount of dust they were inhaling.

These facts were created by Nurses & Associates for ACHCDO PEP Unit in collaboration with HAP Monterey County.
Qualitative Data

PhotoVoice & Focus Groups
Data Discussion Questions

1. Based on the given data, what might be some of the vulnerable populations in your community?

2. What characteristics or conditions covered would you like to see broken down by smaller geography (map), race/ethnicity, income, age, sex, etc.? And why?

3. What input would you want to hear from community members or groups? Which ones? How would you get it?
Policy / Plan Writing
### OPR Recommended Policies

As is the case throughout the entire general plan, many of the policies have relation to other elements. This is particularly true with the health-related policies, as shown in the recommended policies below. These policies are an example of recommended policies adopted by varying jurisdictions, to be modified and used as appropriate. A larger list of recommended policies can be found here.

<table>
<thead>
<tr>
<th>Policy</th>
<th>Example</th>
<th>Relation to other elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote uses that address daily needs within the City and close to neighborhoods, reducing the need for residents to travel long distances to access jobs, goods and services.</td>
<td>City of Arvin</td>
<td>Circulation, land use, housing, economic development, equitable and resilient communities, climate change</td>
</tr>
<tr>
<td>Encourage development that reduces VMT, decreases distances between jobs and housing, reduces traffic impacts, and improves housing affordability.</td>
<td>County of Sonoma</td>
<td>Economic development, equitable and resilient communities</td>
</tr>
<tr>
<td>Plan for Climate Change. Plan for the public health implications of climate change, including disease and temperature effects.</td>
<td>County of Marin</td>
<td>Climate change, EJ, equitable and resilient communities</td>
</tr>
<tr>
<td>Encourage the development of complete neighborhoods that provide for the basic needs of daily life and for the health, safety, and mental well-being of residents.</td>
<td>County of Riverside</td>
<td>Circulation, land use, equitable and resilient communities</td>
</tr>
<tr>
<td>Bicycling and Walking. Implement policies and programs that encourage bicycling and walking as alternatives to driving and as a means of increasing levels of physical activity. Encourage bicycle and pedestrian safety through education and incentive programs.</td>
<td>City of El Monte</td>
<td>Circulation, land use, housing, economic development, climate change, EJ, equitable and resilient communities</td>
</tr>
<tr>
<td>Invest in community planning efforts that aim to reverse trends of community deterioration and blight which lead toward the decline of personal and property safety within the County’s community districts.</td>
<td>County of Kings</td>
<td>Economic development, equitable and resilient communities, land use</td>
</tr>
<tr>
<td>The attraction and retention of high quality grocery stores and other healthy food purveyors should be pursued as an economic development strategy for the City. Healthy food outlets include full-service grocery stores, regularly-held farmer’s markets, fruit and vegetable markets, and convenience stores or corner stores that sell a significant proportion of healthy food.</td>
<td>The City of South Gate</td>
<td>Economic development, EJ, equitable and resilient communities, land use</td>
</tr>
</tbody>
</table>
Apply Equity Lens to Policy Writing & Prioritization

Establish prioritization / evaluation criteria with community members

Use notes from all community interactions to create draft policies and actions

Assess equity implications for different policy approaches / alternative designs
  • i.e. Catalyst for unintended consequence such as displacement?

Use demographic / vulnerability data to inform implementation actions
<table>
<thead>
<tr>
<th>Overall Health and Well-Being</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. GOAL:</strong> A physical, social, and civic environment that supports residents’ health, well-being, and equity.</td>
<td></td>
</tr>
<tr>
<td><strong>1.1. Health in All Policies.</strong> Consider, and when appropriate, incorporate public health in all city policies and operations across all cities departments.</td>
<td></td>
</tr>
<tr>
<td><strong>1.1.1. Health Impacts in Staff Reports.</strong> Create and train staff to use a protocol with objective criteria that helps to assess and disclose the health co-benefits and impacts of new construction and capital improvement projects. Results should be included in City Council and Planning Commission staff reports. When appropriate, seek review assistance from the Riverside County Department of Public Health.</td>
<td></td>
</tr>
<tr>
<td><strong>1.1.2. Healthy Budget Items.</strong> Create a process and criteria to prioritize funding and capital improvement projects to improve health equity and leverage other funding sources to improve the health of Coachella residents, especially items that may contribute to a long-term reduction in social services and/or health care demand and costs. A potential approach could include: Train department leadership on health equity Encourage each department to identify one or more health objectives for their annual budget Ensure budget items leverage opportunities to improve health co-benefits</td>
<td></td>
</tr>
<tr>
<td><strong>1.2. Monitoring and Evaluation.</strong> Work with the County Public Health Department and community groups to monitor trends of the City’s health and wellness conditions and outcomes.</td>
<td></td>
</tr>
<tr>
<td><strong>1.2.1. Community Oversight.</strong> Expand the role of an existing commission or partner with a local organization to advise the Council on the implementation of the Community Health and Wellness Element and other health-related issues.</td>
<td></td>
</tr>
<tr>
<td><strong>1.3. Health Equity.</strong> Identify and address health inequities within Coachella and between Coachella and the County on a regular basis and strive to facilitate a high quality of life for all residents.</td>
<td></td>
</tr>
<tr>
<td><strong>1.4. Workplace Wellness.</strong> Enhance the health and well-being of City employees through workplace wellness programs and policies to increase employee productivity, improve morale, decrease incidence of accidents and injuries, and decrease medical costs and aspire to become a model healthy organization for other cities in the region.</td>
<td></td>
</tr>
<tr>
<td><strong>1.4.1. Workplace Wellness Team.</strong> Identify a workplace wellness team to assess employee health needs and implement workplace wellness programs.</td>
<td></td>
</tr>
</tbody>
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USDN. A Guide to Equitable, Community-Driven Climate Preparedness Planning.

Goals and Policies

Goals: Desired end state
- A specific target, an end result or something to be desired
- It is a major step in achieving the vision
- Can start with an adjective or noun OR “A city that...”

Policies: Action-Oriented Statements
- Begin each policy statement with a verb
- Include a short-hand subject statement/policy title
  - Helps users navigate the document
Policy Verbs: Shall vs. Should

**Regulatory/Actionable**
✓ Regulatory/Actionable
✓ Require
✓ Recommend
✓ Permit
✓ Allow
✓ Prohibit
✓ Provide
✓ Incentivize
✓ Support
✓ Work with
✓ Coordinate with
✓ Expand
✓ Preserve

**Visionary/Directionable**
✓ Identify
✓ Create
✓ Prioritize
✓ Develop
✓ Maintain
✓ Encourage
✓ Improve
✓ Promote
✓ Strive
✓ Seek to
✓ Discourage
✓ Research
✓ Consider
Policy Topics (and Subtopic)

1. Food Systems
2. Transportation
3. Safe and Healthy Housing
4. Land Use
5. Parks and Open Space
6. Environmental Health/Justice
7. Social Connection / Social Equity
8. Education & Economic Development
9. Public Health
Universal Policy Evaluation Questions

- Is the policy clear?
- Is the policy measurable?
- Is the policy logically connected with the goal and topic/subtopic?
Social Equity Policy Evaluation Questions

Consider adverse impacts
- What adverse impacts or unintended consequences could result from this policy? Specific groups more impacted? How can we prevent adverse impacts?

Advance equitable impacts
- How can we maximize this plan/policy/project’s positive impacts on equality and inclusion?

Examine alternatives or improvements
- Are there better ways to reduce racial disparities and advance racial equity?

Ensure viability and sustainability
- Realistic? Adequate funding? Ongoing communication with and accountability to community stakeholders?
Tools Exist! We’re not making this stuff up.

Racial Equity Toolkit
An Opportunity to Operationalize Equity

http://www.racialequityalliance.org/2015/10/30/racial-equity-toolkit/

Racial Equity Impact Assessment GUIDE

1. IDENTIFYING STAKEHOLDERS
Which racial/ethnic groups may be most affected by and concerned with the issues related to this proposal?

2. ENGAGING STAKEHOLDERS
Have stakeholders from different racial/ethnic groups—especially those most adversely affected—been informed, meaningfully involved, and authentically represented in the development of this proposal? Who's missing and how can they be engaged?

3. IDENTIFYING AND DOCUMENTING RACIAL INEQUITIES
Which racial/ethnic groups are currently most advantaged and most disadvantaged by the issues this proposal seeks to address? How are they affected differently? What quantitative and qualitative evidence of inequality exists? What evidence is missing or needed?

4. EXAMINING THE CAUSES
What factors may be producing and perpetuating racial inequities associated with this issue? How did the inequities arise? Are they expanding or narrowing? Does the proposal address root causes? If not, how could it?

5. CLARIFYING THE PURPOSE
What does the proposal seek to accomplish? Will it reduce disparities or discrimination

6. CONSIDERING ADVERSE IMPACTS
What adverse impacts or unintended consequences could result from this policy? Which racial/ethnic groups could be negatively affected? How could adverse impacts be prevented or minimized?

7. ADVANCING EQUITABLE IMPACTS
What positive impacts on equality and inclusion, if any, could result from this proposal? Which racial/ethnic groups could benefit? Are there further ways to maximize equitable opportunities and impacts?

8. EXAMINING ALTERNATIVES OR IMPROVEMENTS
Are there better ways to reduce racial disparities and advance racial equity? What provisions could be changed or added to ensure positive impacts on racial equity and inclusion?

9. ENSURING VIABILITY AND SUSTAINABILITY
Is the proposal realistic, adequately funded, with mechanisms to ensure successful implementation and enforcement? Are there provisions to ensure ongoing data collection, public reporting, stakeholder participation, and public accountability?

10. IDENTIFYING SUCCESS INDICATORS
What are the success indicators and progress benchmarks? How will impacts be documented and evaluated? How will the level, diversity, and quality of ongoing stakeholder engagement be assessed?

Policy Discussion Activity

With your partner, on the back of your data activity sheet - write out a few goals and/or policies that could promote social equity in your example community?

Re-read your policy with the policy evaluation questions in mind and see if you can make any revisions.
Organizational & Individual Strategies

Educate yourself and your staff

- Trainings, brown bags, books, webinars, toolkits on equitable government / policy and racial equity in business
- Approve professional development hours or funds to attend conferences related to race / equity / social justice

Set up financing systems to contract with small non-profits, residents on projects

Review internal policies (subcontracting, purchasing, promotions, etc.)
Organizational & Individual Strategies

- Review job announcements and where/how they are distributed
- Build relationships with local schools (career day!) to inspire future planners
- Establish and cultivate long-term relationships with local CBOs
  
  - Use your privilege and access for good: volunteer your time to facilitate a board retreat, review draft publication, analyze data/make a map, make personal introductions, etc.