

A TOOLKIT FOR ADVANCING SOCIAL EQUITY

Samantha June Larson, PhD

Assistant Professor

University of Wisconsin – Oshkosh

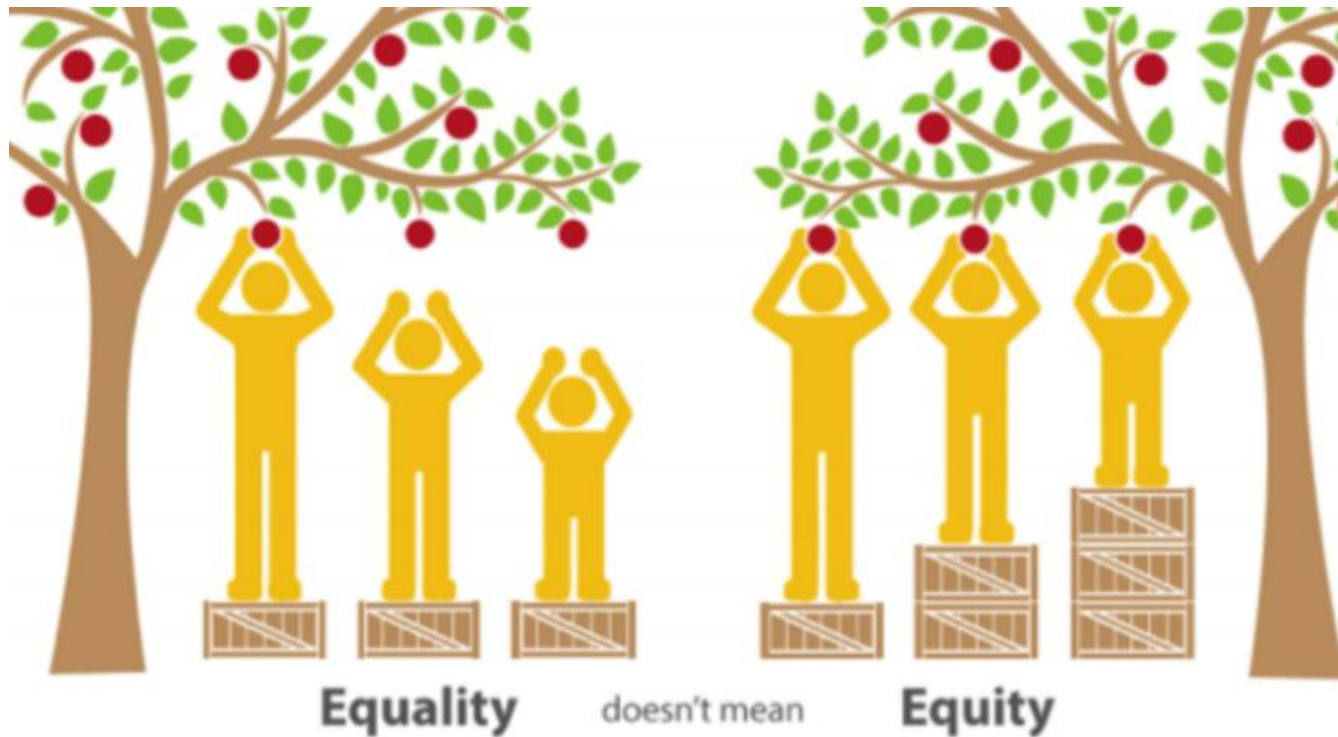
Department of Public Administration



Good Morning!

-
- Agenda
1. Introduction
 2. Define Social Equity
 3. Describe Analytic Approaches
 4. Review Examples
 5. Discussion
 6. Closing Thoughts
-

What is Social Equity?



What is Social Equity?

Social equity is “the active commitment to *fairness*, justice, and equality in the *formation* of policy, *distribution* of services, *implementation* of policy, and *management* of all institutions serving the public directly or by contract”

(Johnson & Svara, 2011)

Social Equity Measurement is the “Unfinished Business” of Public Administration (Rutledge, 2002)

Type	Description	<i>Example (Healthcare)</i>
Access	Level of access to services/benefits and analysis of reasons for unequal access	<i>Health Insurance Coverage:</i> % Uninsured by race/ethnicity
Quality	Level of consistency in quality of services delivered to groups and individuals	<i>Patient-Provider Communication:</i> % of Adults who rated health care less than 7 on a 10 point scale
Procedural Fairness	Examination of problems concerning groups in due process, equal protection, and eligibility criteria for policies and programs	<i>Perception of Need:</i> % of adults with problems getting referred to a specialist by race/ethnicity
Outcomes	Whether policies and programs have the same impact for all groups and individuals served	<i>Mortality:</i> Heart Disease and cancer mortality by race/ethnicity

Getting to Know Each Other...

What's your name and title?

What agency do you work for?

On a scale of 1 – 5, how often does social equity come up in your workplace?



Why focus on Social Equity?

- **About the MPA Program at UWO**
 - On-Campus and 100% Online Programs
 - ~108 Graduate Students
 - 36: Average Age
 - 2 Years+: Time to Completion
- **MPA Application Essay Question:**
 - “The National Academy of Public Administration has identified four pillars of public administration: **economy, efficiency, effectiveness, and social equity**. Please explain why they are all equally critical to the successful practice of public administration today.”

The Four Pillars of Public Administration

(The Four Es)

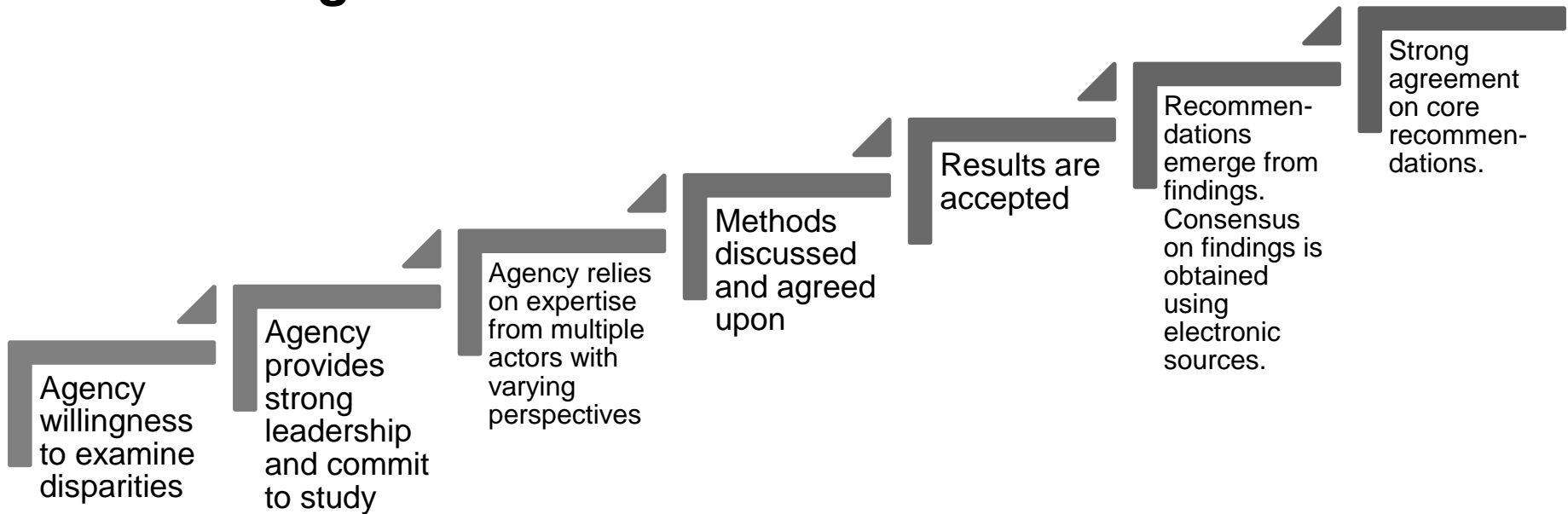
- **Economy:** careful or sparing use of resources
- **Efficiency:** achieving the most, the best, or the most preferable public services for available resources
- **Effectiveness:** producing a desired result or accomplishing set goals
- **Equity:** creating a “level playing field” or equality of opportunity
- “...the most productive governments, the most efficient governments, and the most economizing governments can still be perpetuating poverty, inequality of opportunity and injustice” (Frederickson, 2010, p. 48).

How can administrators achieve accountability for social equity? (Gooden, 2014)

- **State Level Example: Department of Workforce Development (DWD) “Wisconsin Works” Program**
 - Replaced Aid to Families with Dependent Children
 - Case Study: highlighted response to legal complaint on disparities in financial support to clients based on race
 - **Key Findings**
 - Advocacy groups important in elevating racial analysis on agency agenda
 - Examining disparities is a “nervous area of government” but, over time, steering committee and administrators became more comfortable engaging issues of race
 - Composition of steering committee gave legitimacy to study
 - Agency leaders committed time and resources, which was critical.
 - Steering committee agreed on methods, increasing buy-in for results.
 - Removing messenger from message yielded positive results.
 - **Ultimately, agency administrators viewed examination of racial disparities as very important undertaking. They encourage other agencies to not be afraid to engage in racial analysis.**

How can administrators achieve accountability for social equity? (Gooden, 2014)

- ***Conceptual Model for Racial Disparities Analysis Within Agencies***



How can administrators achieve accountability for social equity? (Gooden, 2014)

Various analytic approaches:

- **Local Level Example: Seattle Race and Social Justice Initiative (RSJI)**
 - Racial Equity Toolkit
 - All departments analyze racial equity impact of policies, programs, initiatives, and budget issues
- Example: *How Streetlights Can Bridge Racial Gaps in Cities* (Wogan, 2016)



Example: Racial Equity Analysis in Denver, CO

1. Department & Policy/Program/Project Title

- Colorado Department of Transportation, I-70 East Project



Example: Racial Equity Analysis in Denver, CO

1. Department & Policy/Program/Project Title

- Colorado Department of Transportation, I-70 East Project

I-70 expansion

The toughest part of the Colorado Department of Transportation’s plan to widen Interstate 70 will be the replacement of a 1.8-mile viaduct through Elyria-Swansea with a below-grade freeway. The plan includes a 4-acre cover atop the highway next to Swansea Elementary.



Example: Racial Equity Analysis in Denver, CO

2. Briefly describe the proposed action and the desired results.

- **Purpose of environmental study:** to implement a transportation solution that improves safety, access, mobility, congestion
- **Need to address:**
 - Increased transportation demand
 - Limited transportation capacity
 - Safety concerns
 - Infrastructure deficiencies
- State of Colorado required to facilitate meaningful involvement of communities that would potentially be affected



Example: Racial Equity Analysis in Denver, CO

3. Who are the racial and ethnic groups affected? What are racial disparities? How will each group be affected?

- Population disproportionately higher in affected communities

Demographic	% Denver	% Globeville and Elyria Swansea
Low-income	19.2%	53.4%
Hispanic/Latino	22.5%	84.8%
English Language Learners	7%	30%

- **Current and future development of I-70 can affect:**
 - Health
 - Education
 - Transit
 - Economics

Example: Racial Equity Analysis in Denver, CO

4. How does the proposed action expand opportunity and access for individuals?

- Established procedures for engagement
- Guerilla community outreach: 26,000 homes, 2000 surveys
- Developed 9 goals: 1 to minimize adverse effects on minority/low income populations



Example: Racial Equity Analysis in Denver, CO

5. How does the proposed action promote racially inclusive collaboration and civic engagement? Is their community support and opposition to the proposal? Why?

*“These [CDOT] folks seem to be open, they seem to be listening, they **seem to understand the damage** it’s [I-70] caused.”*

*“I think CDOT sees our opinion at these meetings as something to write on the chalkboard to show that they’ve collected many ‘diverse’ ideas about what can or should or won’t happen and then they strike off what they want to strike off and **they’re going to damn well do what they want to do.**”*

Example: Racial Equity Analysis in Denver, CO

- **6. How does proposed action effect systemic change (address institutional racism)?**
 - Preferred alternative modifies previously eliminated alternative for I-70 corridor in Final Environmental Document
 - Covered park and depressing interstate in key section of corridor
- Alternative
 - Reconnects neighborhoods
 - School improvements
 - Transit, road impacts
 - Economic development
 - Food desert



Example: Racial Equity Analysis in Denver, CO



Example: Racial Equity Analysis in Denver, CO

7. How does the proposed action educate on racial issues?

- Conducted diversity training for entire project team

8. How does the proposed action support workforce and/or contracting equity?

- Hired local, bilingual residents to join outreach efforts
- Require minority contractors
- ½ workforce must come from neighborhoods

Example: Racial Equity Analysis in Denver, CO

9. How does action help achieve greater racial equity?

- Strikes balance on transportation needs with neighborhood impacts
- Helps reconnect local areas
- Addresses historical impacts

10. Are there any unintended consequences on racial equity?

- Community participation fatigue
- Oversubscribed **benefits** to Denver groups
- **Burden** on low-income/Hispanic/ELL groups in other municipalities

Discussion:

How might social equity analysis be useful in your workplace?

1. Discuss in groups
2. What policy/program/project comes to mind?
3. Review how you might use:
 - 1) Conceptual Model for Racial Disparities Analysis Within Agencies
 - 2) Racial Equity Analysis (10 questions)

1. Department & Policy/Program/Project Title
2. Briefly describe the proposed action and the desired results.
3. Who are the target groups affected? How will each group be affected? What are disparities?
4. How does the proposed action expand opportunity and access for individuals?
5. How does the proposed action promote inclusive collaboration and civic engagement? Is there community support and/or opposition? Why?
6. How does proposed action effect systemic change (address institutional barriers)?
7. How does the proposed action educate on social equity issues?
8. How does the proposed action support workforce equity and/or contracting equity?
9. How does action help achieve greater social equity? Resources, timeline, monitoring?
10. Are there any unintended consequences? Strategies to mitigate negative impacts?

Closing Thoughts

- Social equity is a commitment to fairness in policy formation, implementation, management, and public service delivery
- Fairness is determined by policy that can benefit and/ or burden specific groups
- Social equity analysis can enhance accountability to advance fairness across benefits/burdens
- **Other closing thoughts or questions?**

Thank You

Please direct any questions or comments to:

Samantha June Larson, PhD

Assistant Professor

University of Wisconsin – Oshkosh

Department of Public Administration

P: (920) 424-2213

E: larsonsj@uwosh.edu



References

Frederickson, H. G. (2010). *Social equity and public administration: origins, developments and applications*. Armonk, NY: M.C. Sharpe.

Gooden, S. T. (2014). *Race and social equity: A nervous area of government*. New York: Routledge.

Norman-Major, K. (2011). Balancing the four E's; Or can we achieve equity for social equity in public administration? *Journal of Public Affairs Education*, 17(2), 233-252.

Rutledge, P. (2002). Some unfinished business in public administration. *Public Administration Review*, 62(4), 390-394.

Wogan, (2016). How cities are ending unintentional racial discrimination. *Governing*. Retrieved from <http://www.governing.com/topics/mgmt/gov-racial-equity-center-social-inclusion.html>