



Chief Executive Office  
COUNTY OF LOS ANGELES

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# **ARDI Policies, Procedures and Practices (PPP)**

## **Assessment Tools**

**February 28, 2022**

County of Los Angeles, Chief Executive Office | Anti-Racism, Diversion, and Inclusion (ARDI) Initiative  
713 Kenneth Hahn Hall of Administration, Suite 726 | 500 W. Temple Street | Los Angeles, CA 90012  
race-equity@ceo.lacounty.gov | <https://ceo.lacounty.gov/antiracism>

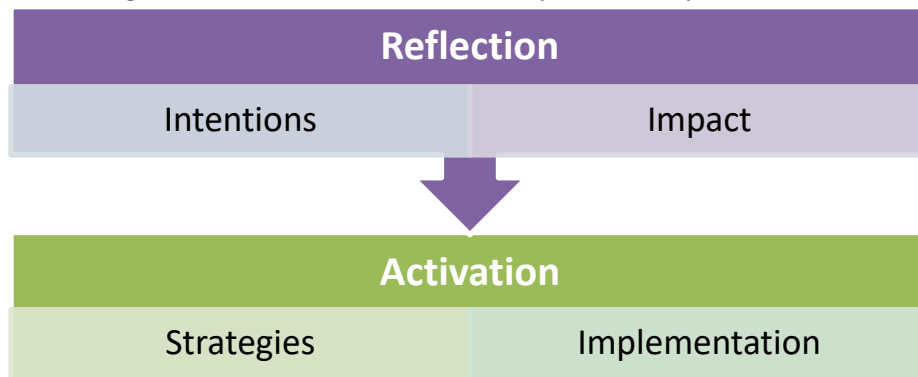
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## Introduction

The County of Los Angeles (County) is committed to advancing an anti-racist policy agenda that address structural racism and bias in all its forms. A key component of this work is an analysis by County Departments on the impacts that structural racism and biases have upon their operations, programs, and services to close racial disparities and advance positive life course outcomes.

The Policies, Procedures and Practices (PPP) Assessment Tools will help County departments begin this work through a process of thoughtful reflection that includes a careful analysis of the intentions and the actual impacts of their PPPs, and then a process of activation that includes the creation of mitigation strategies and implementation plans that address the misalignment between intentions and impact with a specific focus on advancing racial justice.



Specifically, the Policies, Procedures and Practices (PPP) Assessment Tools cover:

- The intended results of the PPP
- The target communities meant to be served
- The communities actually impacted
- How decision-making is shared with impacted communities
- The data needed for impact assessments
- The unintended negative consequences of the PPP
- The changes needed to advance racial justice
- The Department's commitment to implementing those changes

In order for Departments to identify relevant and crucial PPPs for assessment consider feedback on uneven distribution of benefits and burdens on marginalized communities from:

- Community (for example, Commissions, community advisory groups, constituents' feedback, or other community generated reports)
- Internal Department data (for example, the distribution of services or penalties among different groups of recipients or clients served)

## Using PPP Tools to Reduce Racial Disparities in Life Outcomes

Racial equity tools, like the Policies, Procedures and Practices (PPP) Assessment Tools described here, are used to reduce, eliminate, and prevent racial discrimination and inequities. The persistence of deep racial disparities and divisions across society is evidence of structural racism—the routine, often invisible and unintentional, production of inequitable social opportunities and outcomes. When racial equity is not consciously addressed, racial inequality is often unconsciously replicated.

The use of data is a key component of advancing racial justice, including the collection and analysis of demographic data to determine the programmatic impact on communities of color. Data sources can be found in the Additional Information section beginning on page 22.

## Identifying the PPP Types

Departments are expected to use the Policies, Procedures and Practices (PPP) Assessment Tools to identify and analyze the top two policies, procedures, or practices that function as systemic barriers to providing needed services with a focus on services provided to vulnerable populations or to vulnerable communities.

Categories of policies, procedures, or practices (PPPs) include but are not limited to:

### Legislative Policy

- Federal or state
- County code or regulation

### Procedure

- County HR rules
- County Contracting rules
- Other County regulation or rule
- Departmental regulation or rule

### Practice

- Official Department guidelines
- Informal Department guidelines (defined as standard practices that are not codified in written manuals or guides)

## Examples of PPP Assessments in Other Jurisdictions

Jurisdictions across the nation are conducting assessments of their policies, procedures, and practices (PPPs) to undue the consequences of systemic racism and advance racial equity goals.

One specific focus of PPP assessments has been on the interactions of law enforcement offices and communities of color. Applying a similar framework as the one described above, jurisdictions have recognized that:

- Enforcement of laws is not color-blind, and communities of color have been disproportionately impacted;
- Decision-making and data collection efforts have also been opaque and lacking in transparency;
- The over-incarceration of people of color, destabilization of families and communities, and strained relationships between government agencies and communities of color have been and continue to be unintended negative consequences of existing PPPs

As a result of these reflections, jurisdictions are seeking to implement changes to mitigate these negative consequences and achieve their racial equity goals. A few examples of these efforts include:

- Virginia: [decriminalized jaywalking](#)
- Philadelphia: [limited police officers from stopping drivers solely for minor infractions](#)
- Seattle: similar to Philadelphia, [deprioritized low-risk public safety violations](#)
- Kansas City: [decriminalized walking and biking infractions](#)
- Los Angeles City: [approved a feasibility study for civilian enforcement of traffic laws](#)

Additional examples of decriminalization efforts are highlighted in this [article](#) from the Vera Institute of Justice.

# Guide for Assessing *Current* Policies, Procedures, and Practices to Determine Their Impact on Racial Equity with Communities We Serve

To be used with existing decisions and actions. A different assessment guide is available for prospective decisions and actions.

**What** This Guide describes a process for departments and other County units to assess the racial equity impact of existing policies, procedures, and practices, including initiatives, programs, projects, services, and budget allocations, with communities we serve. Keep in mind that a community may be a population or a place. Necessary revisions identified by this assessment are essential content for the department’s or unit’s Equity Action Plan.

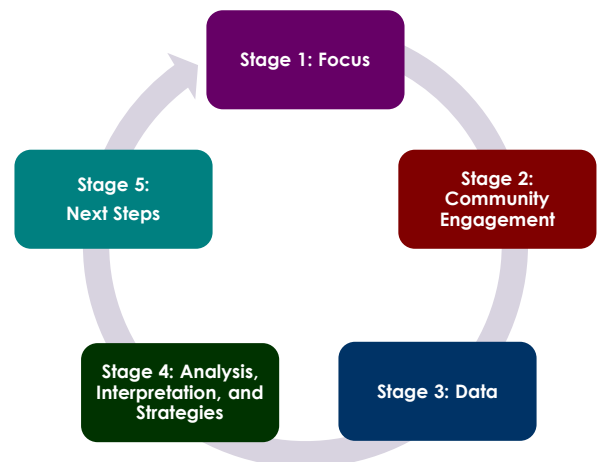
*Racial equity exists when no person is more or less likely to experience society’s benefits or burdens just because of the color of their skin.*

**Why** The County of Los Angeles Board of Supervisors is committed to ending structural racism and bias and their consequences for all Los Angeles County residents. To achieve this commitment, all County departments, commissions, advisory bodies, and other units need to ensure current decisions and actions support fairness and equity with communities we serve and make necessary changes to advance racial equity. Assessing impact is indispensable to strengthening and advancing racial equity in a sustained way and holding ourselves accountable for maximizing the use of public resources and improving conditions for all communities.

**Who** To ensure thorough, reliable, and transparent analysis, the process described in this Guide needs to be conducted by teams, not individuals. The best results require teams whose members bring different perspectives and experiences, including members of impacted communities, employees directly involved with implementation, and managers responsible for coordination and supervision. Diverse teams can be very effective in controlling the influence of one another’s assumptions, including implicit bias. Also, to ensure that needed changes will be implemented, the team should include managers with relevant and sufficient influence and authority or work in collaboration with them. The Process Tracking Sheet on the next page includes space for listing team members’ names and descriptions.

**How** Being accountable for racial equity requires:

- Focusing our attention on identifying even unintended racial and/or socioeconomic consequences, as well as the benefits and burdens imposed through action or inaction.
- Being responsive to the needs and concerns of those most impacted by the issues we are working on, particularly communities of color, neighborhoods of concentrated disadvantage, and others who have been historically underrepresented in the civic process.
- Evaluating ourselves using both quantitative and qualitative data and other information, while learning more about the lived experience of impacted communities.



The process described in this Guide supports accountability with five stages repeated periodically as an ongoing cycle to continue needed improvements to advance racial equity. Completing all five stages with all existing policies, procedures, and practices, including initiatives, programs, projects, services, and budget allocations, requires a substantial amount of time. So, an important decision is needed regarding how many different decisions or actions at a time will be assessed with this process. Consider choosing one or a few decisions or actions to assess to begin with and

then adding more, one or a few at a time. A good starting place is to begin with a policy or program that community feedback or data analysis identifies as needing attention.

## Assessment of *Current* Policies, Procedures, and Practices Tracking Sheet

Name of your Department or unit:

### Assessment Team members

Name	Position or Affiliation

### Meetings/Collaboration Sessions

Date	Attendees/Notes

Name of your Department or other County unit:

**STAGE 1 Focus**

In this stage, briefly describe the policy, procedure, practice, initiative, program, service, or budget allocation that is the focus for this assessment process. At the end of this Stage, it should be clear what decision or action is being assessed and why, including what communities are affected.

1.1 What is the title of the decision or action that will be assessed?

1.2 What is the purpose of this decision or action? What are the intended results? What resources, benefits, or services is this decision or action expected to provide?

1.3 What communities receive or will receive the resources, benefits, or services this decision or action provides? Keep in mind that a community may be a population or a place.

1.4 Why is it important to assess the racial equity impact of this decision or action?



Name of your Department or other County unit:

**STAGE 2 Community Engagement**

In this stage, describe which and how community members and representatives have been or will be engaged in assessing the policy, procedure, practice, initiative, program, service, or budget allocation identified in Stage 1. At the end of this Stage, it should be clear how impacted communities will be engaged in the assessment process.

2.1 What communities have been or will be impacted by this decision or action? This includes communities that receive the resources, benefits, or services identified with 1.3. Give special attention to racially and ethnically defined communities that have been historically overlooked or excluded.

2.2 What members and representatives of impacted communities will be engaged throughout this assessment process? Consider people who are identified by the impacted communities and people who work with organizations that serve the impacted communities. List by name individuals, groups, and/or organizations who will be engaged.

2.3 How will decision-making authority throughout the assessment process be shared with the community members and representatives listed in 2.2? It is important to engage communities as early and as fully as possible in the decisions and actions of this process, including choosing criteria for decisions, identifying long-term and short-term needs and interests of impacted communities, analyzing data, identifying needs, designing changes, and monitoring results. (See Additional Information section beginning on page 22.)

2.4 How will the time and expertise of engaged community members and representatives be accommodated and/or compensated?

**Name of your Department or other County unit:**

**STAGE 3 Data**

In this stage, identify data needed to assess the decision or action identified in Stage 1 and how the data will be collected. At the end of this Stage, it should be clear what data will be collected and how.

3.1 Does the decision or action identified with 1.1 relate to one or more of the ARDI Initiative Life Course Outcomes? If so, which one(s) and how? There are 5 ARDI Initiative Life Course Outcomes:

- A. Increase the percentage of families with children with incomes above 250% of the federal poverty level.
- B. Increase the percentage of adults with stable fulltime employment at or above 250% of the federal poverty level.
- C. Decrease adult first-time felony convictions.
- D. Increase postsecondary credential with significant labor market value.
- E. Decrease infant mortality.

If applicable, choose one or more of the Life Course Outcomes that the decision or action that is the focus of this process is related to, and briefly describe how it contributes to the chosen Outcome(s). It is possible that even if this decision or action does not directly affect the Life Course Outcomes, it may support factors that contribute to them. See pages 23-24 for a list of Contributing Factors for each Life Course Outcome.

3.2 What data and other information are needed to reflect the quantity of what is accomplished with this decision or action (e.g., number of people served, improvement in conditions for the people served, outcome metrics)?

3.3 What data and other information are needed to show the quality of what is accomplished with this decision or action (e.g., how much improvement is evident for the people served in comparison to their conditions before this decision or action was implemented; satisfaction metrics including complaints; stories that illustrate impact on individuals, families, and communities)?

3.4 What needed data and other information identified with 3.2 and 3.3 are currently available? What are the sources of currently available needed data and information sources? (See Additional Information section beginning on page 22.)

**Name of your Department or other County unit:**

3.5 What needed data and other information identified with 3.2 and 3.3 are not currently available? What are the potential sources of needed data and information not currently available? (See Additional Information section beginning on page 22.)

3.6 How will the needed data and information not currently available be collected? Be specific.

3.7 What actions will be taken to ensure the transparency of data collection? Full transparency means that actions are not hidden or disguised.

**Between Stages 3 and 4, data and other information need to be collected and compiled for analysis and interpretation.**

Name of your Department or other County unit:

#### STAGE 4 Analysis, Interpretation, and Strategies

In this stage, use the collected data and information to assess how the policy, procedure, practice, initiative, program, service, or budget allocation identified in Stage 1 advances or inhibits racial equity, and determine what strategies will be implemented to enhance its contribution to advance racial equity. Following are questions to guide the assessment. At the end of this Stage, it should be clear how the assessed decision or action will be changed.

4.1 How are the services and other benefits of this decision or action distributed among different community groups? Compare data and information for different groups defined by characteristics of frequently marginalized communities such as race, ethnicity, culture, gender identity, age, disability, income, and sexual orientation.

4.2 What do the data and other information reveal regarding which communities benefit from the decision or action that is the focus of this process? How do we know?

4.3 What do the data and other information reveal regarding which communities are excluded from or burdened by this decision or action? How do we know?

4.4 Based on the data and information, how does the anticipated impact of this decision or action on the Life Course Outcome(s) identified with 3.1 compared to the actual impact?

4.5 What unintended negative consequences from this decision or action are apparent from the data and other information?

**Name of your Department or other County unit:**

4.6 What changes are needed to improve how this decision or action helps eliminate institutional and structural racism and advances racial equity? Are changes needed to the content or design? Are changes needed to resourcing (e.g., personnel, funding, technology, equipment, facilities, access points)? Other possible changes to consider include:

- Making criteria for choices in the implementation of this decision or action more explicit. Subjective assumptions, including implicit bias (see Additional Information section beginning on page 22), can substantially influence choices when criteria are vague and unexamined. Assumptions are underlying presuppositions and values. Often, they determine our policy decisions and the processes we design to make those decisions. For this reason, examining assumptions, though they are rarely openly stated or even known, especially those inherent in institutions and systems, is essential.
- Increasing opportunity and/or access to resources, benefits, or services for those who historically have been excluded, including immigrants and refugees.
- Providing interpretation and translation.
- Adding information to the policy, initiative, program, procedure, practice, service, or budget allocation about historical and current realities regarding race, racism, disparities, and opportunity gaps.

Name of your Department or other County unit:

**STAGE 5 Next Steps**

In this stage, describe how needed changes will be implemented and results monitored. At the end of this Stage, there should be an Action Plan for making needed changes to the assessed decision or action.

5.1 How will the needed changes identified in 4.6 be implemented? Be specific about what will be done, who will do it, how much it will cost, and target milestones and deadlines.

5.2 How will results of the changes identified in 4.6 be monitored? Be specific about what data and information will be tracked and how, who will track the data and information, and how often.

5.3 How will needed changes and results be communicated?

5.4 How will ongoing review and improvements be sustained? How will goals be adjusted regularly to keep pace with changing community needs and racial demographics?

# Guide for Assessing *Proposed* Policies, Procedures, and Practices to Determine Their Impact on Racial Equity with Communities We Serve

To be used with prospective decisions and actions A different assessment guide is available for existing decisions and actions.

**What** This Guide describes a process for departments and other County units to assess the racial equity impact of prospective policies, procedures, and practices, including initiatives, programs, projects, services, and budget allocations, with communities we serve. Keep in mind that a community may be a population or a place. This assessment identifies crucial elements of the decision or action that is being planned. Actions identified in Stage 5 are essential components of the department’s or unit’s Equity Action Plan.

*Racial equity exists when no person is more or less likely to experience society’s benefits or burdens just because of the color of their skin.*

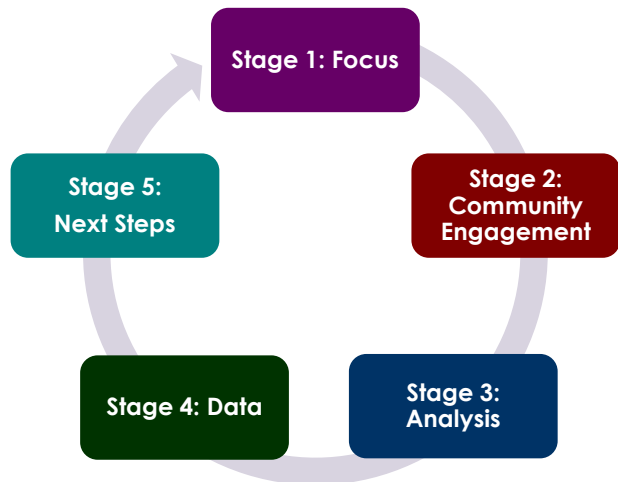
**Why** The County of Los Angeles Board of Supervisors is committed to ending structural racism and bias and their consequences for all Los Angeles County residents. To achieve this commitment, all County departments, commissions, advisory bodies, and other units need to ensure planned decisions and actions support fairness and equity with all communities we serve and are designed to advance racial equity. Assessing impact is indispensable to strengthening and advancing racial equity in a sustained way and holding ourselves accountable for maximizing the use of public resources and improving conditions for all communities.

**Who** To ensure thorough, reliable, and transparent analysis, the process described in this Guide needs to be conducted by teams, not individuals. The best results require teams whose members bring different perspectives and experiences, including members of impacted communities, employees directly involved with implementation, and managers responsible for coordination and supervision. Diverse teams can be very effective in controlling the influence of one another’s assumptions, including implicit bias. Also, to ensure that needed changes will be implemented, the team should include managers with relevant and sufficient influence and authority or work in collaboration with them. The Process Tracking Sheet on the following page includes space for listing team members’ names and descriptions.

**How** Being accountable for racial equity requires:

- Focusing our attention on identifying even unintended racial and/or socioeconomic consequences as well as benefits and burdens imposed through action or inaction.
- Being responsive to the needs and concerns of those most impacted by the issues we are working on, particularly communities of color, neighborhoods of concentrated disadvantage, and others who have been historically underrepresented in the civic process.
- Evaluating ourselves using both quantitative and qualitative data and other information, while learning more about the lived experience of impacted communities.

The process described in this Guide supports accountability with five stages that need to be integrated into the planning process.



## Assessment of Proposed Policies, Procedures, and Practices Tracking Sheet

Name of your Department or unit:

### Assessment Team members

Name	Position or Affiliation

### Meetings/Collaboration Sessions

Date	Attendees/Notes



**Name of your Department or other County unit:**

**STAGE 1 Focus**

In this stage, briefly describe the policy, procedure, practice, initiative, program, service, or budget allocation that is the focus for this assessment process. At the end of this Stage, it should be clear what decision or action is being assessed and why, including what communities likely will be affected.

1.1 What is the title of the decision or action that will be assessed?

1.2 What is the purpose of this decision or action? What are the intended results? What resources, benefits, or services is this decision or action expected to provide?

1.3 What communities will receive the resources, benefits, or services this decision or action is expected to provide? Keep in mind that a community may be a population or a place.

1.4 Why is it important to assess the racial equity impact of this decision or action?

Name of your Department or other County unit:

### STAGE 2 Community Engagement

In this stage, describe which and how community members and representatives will be engaged in assessing the policy, procedure, practice, initiative, program, service, or budget allocation identified in Stage 1. At the end of this Stage, it should be clear how impacted communities will be engaged in the assessment process.

2.1 What communities will be impacted by this decision or action? This includes communities that will receive the resources, benefits, or services identified with 1.3. Give special attention to racially and ethnically defined communities that have been historically overlooked or excluded.

2.2 What members and representatives of impacted communities will be engaged throughout this assessment process? Consider people who are identified by the impacted communities and people who work with organizations that serve the impacted communities. List by name individuals, groups, and/or organizations who will be engaged.

2.3 How will decision-making authority be shared with the community members and representatives listed in 2.2? It is important to initiate community engagement as early and as fully as possible in this assessment process, including choosing criteria for decisions, identifying long-term and short-term needs and interests of impacted communities, analyzing data, identifying needs, designing changes, and monitoring results. (See Additional Information section beginning on page 22.)

2.4 How will the time and expertise of engaged community members and representatives be accommodated and/or compensated?

Name of your Department or other County unit:

**STAGE 3 Analysis**

In this stage, analyze the proposed decision or action to identify relevant ARDI Life Course Outcome(s), other benefits, potential burdens, assumptions, and access. At the end of this Stage, there should be a list of issues that need to be addressed and monitored to ensure and advance racial equity.

3.1 Does the decision or action identified with 1.1 relate to one or more of the ARDI Initiative Life Course Outcomes? If so, which one(s) and how? There are 5 ARDI Initiative Life Course Outcomes:

- A. Increase the percentage of families with children with incomes above 250% of the federal poverty level.
- B. Increase the percentage of adults with stable fulltime employment at or above 250% of the federal poverty level.
- C. Decrease adult first-time felony convictions.
- D. Increase postsecondary credential with significant labor market value.
- E. Decrease infant mortality.

If applicable, choose one or more of the Life Course Outcomes that the decision or action that is the focus of this process is related to, and briefly describe how it will contribute to the chosen Outcome(s). It is possible that even if this decision or action does not directly affect the Life Course Outcomes, it may support factors that contribute to them. See pages 23-24 for a list of Contributing Factors for each Life Course Outcome.

3.2 In addition to the Life Course Outcomes, what other ways is the proposed decision or action expected to benefit communities identified in 2.1?

3.3 How might the proposed decision or action exclude or burden communities identified in 2.1? How does the decision or action address potential burdens? Be sure to consider possible unintended consequences.

3.4 What choices and judgements will be required in the implementation of the proposed decision or action? What are the criteria for those choices? Explicit criteria for choices and judgements are essential. For example, what exactly does it mean that an application, project, setting, or recipient is “acceptable,” or “adequate,” or “appropriate”? Subjective assumptions, including implicit bias (see Additional Information section beginning on page 22), can substantially influence choices when criteria are vague. Assumptions are underlying presuppositions and values. Often, they determine the actual impact of our policy decisions and the processes we design to make those decisions. For this reason, explicit criteria are crucial.

**Name of your Department or other County unit:**

3.5 How does the proposed decision or action ensure equitable access to benefits and services? Features to consider for ensuring equitable access include communication of availability of benefits and services, locations of access points, access methods, interpretation, and translation.

**Name of your Department or other County unit:**

**STAGE 4 Data**

In this stage, describe what and how data and other information will be collected and interpreted to monitor issues identified in Stage 3. At the end of this Stage, it should be clear what and how data and other information will be collected and how they will be analyzed.

4.1 How will the distribution of the services and other benefits of this proposed decision or action among different community groups be shown (e.g., data and information for different groups defined by characteristics of frequently marginalized communities such as race, ethnicity, culture, gender identity, age, disability, income, and sexual orientation will be compared)?

4.2 What data and other information will be needed and how will they be analyzed and displayed to reveal which communities benefit from the decision or action that is the focus of this process?

4.3 What data and other information will be needed and how will they be analyzed and displayed to reveal which communities are excluded from or burdened by this decision or action?

4.4 What data and other information will be needed and how will they be interpreted to determine the actual impact of this proposed decision or action on the Life Course Outcome(s) identified with 3.1 compared to the anticipated impact?

4.5 What data and other information will be collected and how will they be analyzed to identify unintended negative consequences from this proposed decision or action?

4.6 What data and other information identified with 4.1, 4.2, 4.3, 4.4, and 4.5 are currently available and how will they be collected? Be specific about sources. (See Additional Information section beginning on page 22.)

**Name of your Department or other County unit:**

4.7 What data and other information identified with 4.1, 4.2, 4.3, 4.4, and 4.5 are not currently available and how will they be collected? Be specific about potential sources. (See Additional Information section beginning on page 22.)

4.8 What actions will be taken to ensure the transparency of data collection? Full transparency means that actions are not hidden or disguised.

Name of your Department or other County unit:

**STAGE 5 Next Steps**

In this stage, describe how needed choices and activities will be implemented and results monitored. At the end of this Stage, there should be an Action Plan for monitoring impact on racial equity of the assessed decision or action and making needed changes.

5.1 How will the choices and activities identified in Stages 3 and 4 be implemented? Be specific about what will be done, who will do it, how much it will cost, and target milestones and deadlines.

5.2 How will results of the choices and activities identified in Stages 3 and 4 be monitored? Be specific about each choice and activity that will be tracked and how, who will track them, and how often.

5.3 How will choices, activities, and results be communicated?

5.4 How will ongoing review and improvements be sustained? How will goals be adjusted regularly to keep pace with changing community needs and racial demographics?

## Additional Information

For many LA County departments and units, comprehensive racial equity community impact assessment of decisions and actions is an infrequent or even entirely unfamiliar experience. Following is additional information important to your success. The County’s ARDI Initiative team is positioned to support you in completing the process.

### Community Engagement

Equity is both an outcome and a process. An equitable process includes engagement with impacted communities beginning as early and continuing as fully as possible. Following is a brief overview of different levels of community engagement prepared by the International Association of Public Participation ([https://cdn.ymaws.com/www.iap2.org/resource/resmgr/pillars/Spectrum\\_8.5x11\\_Print.pdf](https://cdn.ymaws.com/www.iap2.org/resource/resmgr/pillars/Spectrum_8.5x11_Print.pdf)). Another helpful source on community engagement is Facilitating “The Spectrum of Community Engagement to Ownership” from Facilitating Power ([https://www.facilitatingpower.com/spectrum\\_of\\_community\\_engagement\\_to\\_ownership](https://www.facilitatingpower.com/spectrum_of_community_engagement_to_ownership)).

## IAP2 Spectrum of Public Participation



IAP2’s Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public’s role in any public participation process. The Spectrum is used internationally, and it is found in public participation plans around the world.

INCREASING IMPACT ON THE DECISION					
	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities 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.
PROMISE 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.

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### Data and Other Information

Demographic data and other information are necessary for determining benefits and burdens of policies, procedures, processes, initiatives, programs, practices, services, and budget allocations. To assess the racial equity impact of a department or County unit’s decisions and actions with communities it serves, data specific to its operations need to be analyzed by factors such as race, ethnicity, culture, gender identity, age, disability, income, and sexual orientation.

The ARDI Initiative team has led design of an interactive GIS tool called Equity Explorer that indexes and maps areas of disadvantage across domains such as health, education, environment, and economic conditions in LA County. Use this link to access the Equity Explorer interactive GIS tool for useful information: <https://experience.arcgis.com/experience/9d7a43397ea84ab98a534be5b5376fba>.



In addition, the following sources for data and information are available:

- U.S. Census Bureau, <https://data.census.gov/>  
This is the primary entry access for all data the Census bureau makes available.
- A Portrait of Los Angeles County, <https://measureofamerica.org/los-angeles-county/>  
**This site explores how LA County residents are faring in terms of well-being and equity.** It examines well-being and access to opportunity using the human development framework and index that scores LA County places and demographic groups on a range of critical issues, including health, education, living standards, environmental justice, housing, homelessness, violence, and inequality.
- National Equity Atlas, <http://nationalequityatlas.org/indicators>  
Developed by PolicyLink and PERE, the National Equity Atlas includes regional 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.
- Statistical Atlas, <https://statisticalatlas.com/United-States/Overview>  
A comprehensive atlas produced by the Census Bureau, and a source for disparity data.

### Implicit Bias

Implicit Bias consists of stereotypes that affect our attitudes, understanding, actions, and decisions in an unconscious manner. Use this link to access the Department of Human Resources’ online Implicit Bias training: <https://lacounty.csod.com/ui/lms-learning-details/app/curriculum/0a4a592e-7781-44bd-afda-337fe9072be9>.

### Contributing Factors

Five Life Course Outcomes have been identified to define and measure the advance of racial equity with LA County communities. Some of our decisions and actions directly affect one or more of these Life Course Outcomes. Even when the effect is not direct, our decisions and actions may affect one or more factors that contribute to the Life Course Outcomes. This table includes the 5 ARDI Life Course Outcomes and some Contributing Factors that impact each one.

Life Course Outcomes	Examples of Contributing Factors
Increase the percentage of families with children with incomes above 250% of the federal poverty level.	Increased earnings
	Employment in a high-demand industry or sector
	Enrollment in a college with high numbers of students from families with lower incomes who graduate into good paying jobs
Increase the percentage of adults with stable fulltime employment at or above 250% of the federal poverty level.	Full-time employment
	Increased work hours
	Stable employment
	Stable housing
	Overall health
	Accessible, affordable childcare
Decrease adult first-time felony convictions.	Effective substance abuse treatment
	Crime prevention
	Youth development
	Felony diversion
	Alternatives to incarceration
	Alternatives to bail
	Return-to-court support services
	Services for persons with mental health or substance abuse challenges
	Recidivism reduction services
High school graduation	

	Improved high school grade point average
Increase postsecondary credential with significant labor market value.	Completion of additional education after high school
	Enrollment in education after high school
	Improved middle school grade point average
	Participation in arts education
	Decreased school absences
	Decreased school suspensions
	Reduced violence and other unsafe behavior
	Successful completion of school grade each year
	Juvenile delinquency prevention and recidivism reduction
Decrease infant mortality.	Healthy pregnancy
	Prenatal, perinatal, and post-partum care
	Successful delivery
	Healthy newborn

### Additional Support

LA County’s Anti-Racism, Diversity, and Inclusion Initiative (ARDI) team supports County departments and other units in using the processes described in this Guide to assess current and proposed decisions and actions and implement needed changes. This support includes relevant, customized training; assistance in acquiring needed data; consultation; coaching; and technical assistance in the operationalization of decisions and actions that advance equity, diversity, and inclusion for transformational change. Email the ARDI team at [race-equity@ceo.lacounty.gov](mailto:race-equity@ceo.lacounty.gov) for additional assistance.