



County of Los Angeles

Women & Girls Initiative

EMPOWERING WOMEN & GIRLS
FOR A BRIGHTER TOMORROW

Los Angeles County Gender Impact Assessment Program Reference Material











A sample collection of useful policy and applications for Gender Equity Systems Change





Chief Executive Office.

Table of Contents

| | | |
|---|-----------------------------------|----|
|  | Purpose | 01 |
|  | About WGI | 02 |
|  | WGI 2016 Board Motion | 03 |
|  | GIA 2022 Board Motion | 13 |
|  | GIA Charter | 16 |
|  | Getting Started | 20 |
|  | GIA Project Curriculum | 22 |
|  | Preamble - GIA Reporting Template | 31 |
|  | GIA Services Report Template | 32 |
|  | Stay Connected | 35 |

Purpose

The WGI team is excited to share the following resources and board motions with any organization interested in advancing gender equity and equality in their workforce and in the communities they serve. Our work builds on critical research and efforts by other jurisdictions and organizations globally to apply an intersectional gender lens to policies, programs, services, organizational functions, and decision-making processes, and we want to thank these organizations for their efforts and for making their resources public. We would not have come this far without you.

The following documents were created as part of Los Angeles County's efforts to train all County departments in Gender Impact Assessments (GIA) and develop clear gender equity goals, strategies, and metrics in the areas of external services, workforce, leadership, and family-friendly practices. These goals are now embedded in LA County's annual performance cycle for Management Appraisal and Performance Plans (MAPPs), and departments must report back on gender equity goals annually.

The work we do is the product of ongoing collaboration with County departments and leadership, community groups, and other partners and is shaped by their input. As a result, this guide is a "living document" that is continuously being updated with feedback from stakeholders.

We are excited to share this guide and hope you will find it useful. We also hope you will send any recommendations to us so we can learn from you. We welcome you to share your gender equity work or any relevant findings with us at LACWGI@ceo.lacounty.gov.

This guide was published in August 2023.

About WGI

The WGI was established on December 13, 2016, by the Board of Supervisors, who aimed to increase gender equity throughout the County of Los Angeles by addressing systemic barriers and unifying departments in working toward a shared vision of gender equity.

The mission of the Women and Girls Initiative is to establish Los Angeles County as a leader in creating opportunities and improving outcomes for all women and girls. Our vision is that Los Angeles County is a place where ALL women and girls are empowered to reach their full potential.

Implementation of WGI

We support all County departments in applying a **gender equity lens** in how they operate to:

- Enhance equity and justice
- Increase leadership opportunities and build capacity
- Create innovative pathways and partnerships to services



Board of Supervisors
Los Angeles County



Fesia Davenport
CEO of LA County



Chanel Smith
WGI Executive Director

Learn more about our work by visiting our website at ceo.lacounty.gov/WGI

MOTION BY SUPERVISOR SHEILA KUEHL AND
SUPERVISOR HILDA L. SOLIS

December 13, 2016

Los Angeles County Initiative on Women and Girls

Women and girls in our nation, our state and our county suffer from a disproportionate number of disadvantages and burdens. Some of these are reinforced by, but could instead be helped by, policies and services provided by governments and their partners. It is incumbent upon Los Angeles County (“County”) to identify those areas where changes in policies, services and advocacy can help to alleviate those disadvantages and burdens.

Fifty-one percent of County residents are women and girls. The women and girls of the County comprise 13% of the state’s population. Nearly half are Latina, one-quarter are white, 15% are Asian American, and 9% are African American. On the whole, they are younger than the average for women across the United States. Over 1.8 million (35.6%) of the County’s 5.1 million women and girls were born in another country; 56% of those immigrants are Latina, 36% are Asian/Pacific-Islander.

There have been positive trends over the last several years in our County for women. Young women today are staying in school longer, graduating high school, and going on to higher education at significantly higher rates than women of earlier generations. Eighty-six percent of women have health insurance, an increase of six percentage points since 2010. Los

MOTION

SOLIS _____

KUEHL _____

HAHN _____

BARGER _____

RIDLEY-THOMAS _____

Angeles has the second highest concentration of women-owned businesses in the nation, and these businesses generate \$88 billion in revenue annually. Employment levels among women have largely returned to pre-recession levels.

Yet significant gender disparities persist, and many County women and girls suffer from a disproportionate share of hardships.

Women and girls in our County experience poverty at higher rates than their counterparts across the country, and are disproportionately affected, compared to men, when our economy worsens. One out of five live below the federal poverty line, a higher rate than their male counterparts. The poverty rate for African American women and Latinas is significantly higher, at 26%. Even when they work, women are still at a disadvantage. More than a quarter (27%) of women 16 years and older who lived in poverty in the past year were employed at the time. Forty percent of all single-mother families with children under the age of 18 at home live in poverty; their median income is more than \$10,000 below the federal poverty level (\$24,230 for a family of four).

Women are the heads of household for nearly 1.1 million of the 3 million households in the County.

The high cost of housing in our County effectively limits the availability of income for other essential necessities such as food and medical care. Households headed by women often struggle with food insecurity, illness and, increasingly, homelessness. A recent study showed a 55% increase in the number of homeless women in our County over the past three years.

Median earnings for women employed in full-time, year-round positions is \$40,219, or approximately \$9,000 lower than the national median earnings for men and \$2,000 lower than the County median earnings for men. Women are 42% of those working full-time in the County. Not only do they earn an average of 20% less than men for the same work, but often have the

additional expense of childcare, which is unaffordable for many women. This wage gap follows women as they age because their earned retirement, when they have it, is proportionally lower. Among those 75 years and older, twice as many women as men live in poverty. Divorced, older and retired women, as well as lesbian and trans women, suffer economic inequity disproportionately.

Life decisions and work history can also be impacted by the disproportionate experience of sexual and partner violence. Women and girls are the victims in two-thirds of the violent crimes in our County. Domestic violence is one of the principal causes of homelessness among women, and an even higher number report, although it did not cause their homelessness, that they have, at some time, been victims of sexual or domestic assault.

These facts, dismal as they are, also present a set of opportunities to lift poor women and their families out of poverty by investing in educating, protecting, training and helping them.

The County is uniquely situated to examine and address systemic differences in healthcare, education, welfare, employment, safety, involvement in the justice system, job opportunities, workforce development and other areas that result in inequitable gender outcomes, and to explore the ways in which benefits, opportunities, and programs can help remedy the differences and improve the quality of life for women and girls in the County.

It is, therefore, important for the County to apply a gender lens in at least three important areas: (1) when the County participates with other entities in consortiums, agreements, grants, contracts, partnerships and cross-jurisdictional work; (2) when the County acts as an employer; and (3) when the County acts as a provider of services.

The County as Participant

The County is increasingly working across jurisdictional and public/private lines to address systemic problems. It enters into agreements, partnerships and consulting contracts; it

convenes and leads collaborations in areas across a spectrum of responsibilities. In each of these alliances, the County must use its influence to understand and correct instances where programs, undertakings, and projects disproportionately and negatively impact women and girls.

The County as Employer

The County is the largest employer in our region. Of the County's 88,960 full-time employees, 59.2% are women. Women hold 58.4% of all County Executive Management and Management positions. This places the County in the unique position to truly contribute to lifting women and girls out of poverty.

Despite the overall representation of women in our workforce, gender-based income disparity still exists. Women and men do not occupy highly compensated jobs with the same frequency. Looking at our numbers in the aggregate, including overtime and bonuses, women earned roughly 76% of the average total compensation for men in 2014-15.

The County as Service Provider

Equity for women and girls, given their unique challenges and needs, cannot be achieved simply by the equal dissemination of goods and services. County Departments must develop and augment their ability to identify appropriate gender-responsive services to create better outcomes for women and their families. Each of our 37 Departments will be asked to examine their policies and procedures in order to understand where they may, inadvertently, be failing to take into consideration the unique needs of women and girls. Some departments have begun, but each touches the lives of women and girls in different ways, directly or indirectly. Examples include, but are not limited to:

- I. **Child Welfare System.** In September of this year, there were 17,441 young women and girls in our foster care system, about half of all our foster children. Many of them are, themselves, parents, and become parents at roughly twice the rate of their non-

foster peers. Girls in the foster system are more than twice as likely to have been pregnant at least once by age 19, a rate that increases substantially in time. By age 21, more than half of female foster youth report having at least one child, compared to 24% of non-foster youth females. Not surprisingly, they also have a much higher rate of poverty and homelessness, along with their children, and their children are more likely to enter the foster system. It is incumbent upon the County to find ways to break the cycle of child welfare involvement. One solution is to redefine support and reunification services for teen mothers and their children. Similarly, relative caregivers comprise approximately 45% of all foster caretakers. These relative caregivers are predominantly women – grandmothers, aunts or other relatives – and they deserve the County’s respect and unwavering support in raising these children.

II. **Health.** In Los Angeles County, the percentage of insured persons has increased from 77% in 2010 to 84% in 2014. The rate of insured women has increased from 80% in 2010 to 86% in 2014. However, although women are more likely to be insured than men, there is an enduring gender gap in health status. In addition, accessibility to comprehensive reproductive health care continues to be a challenge for women.

Women in poverty are four times more likely to report fair or poor health as compared to women with higher household incomes. Poor women have greater health risks, as well as more difficulty accessing care than middle and upper income women. Seventy-five percent of uninsured women reported having difficulty getting medical care, compared with 36% who were covered by Medi-Cal, and just 13% with private insurance.

Women also report having more difficulty gaining access to substance abuse treatment programs, in some cases because of a lack of available child care. In addition, not all of our County-contracted residential treatment programs accommodate

placements for women and their children, and, in programs where placement is allowed, generally only women with children age 12 or younger are eligible.

Women's and girls' health is also disproportionately affected by domestic and intimate partner violence, one of the most common causes of injury to women ages 18-44 in the United States. The repeated injury and stress of a violent relationship can cause long-lasting health problems such as depression, panic attacks, PTSD and chronic pain. This violence also leads to higher rates of sexually transmitted diseases and substance abuse.

III. **Criminal Justice.** Nationally, women and girls are the fastest growing demographic in the jail and juvenile justice systems. Female imprisonment has outpaced men by more than 50% from 1980 to 2014. Incarcerated women have higher rates of substance abuse, and suffer in greater numbers from mental health problems and abuse than their male counterparts.

As of this writing, there are 2,107 women being held in County facilities. Female juvenile offenders are detained by the Los Angeles County Probation Department, which is the largest in the world. Currently, girls comprise 19% of the total Juvenile Hall and Camp populations.

The County must explore its treatment and programming for women and girls in our adult and juvenile justice systems, and develop and increase its gender-responsive approaches.

IV. **Public Social Services.** About one in five Americans, or approximately 21.3%, of American households participate in government assistance programs each month. Half of government assistance program recipients are living in woman-led households, versus 29.5% for male-led households and 14.7% for married couples.

The County's Department of Public Social Services ("DPSS") provides services

to one out of every three residents in the County. The majority of these recipients are women. DPSS administers a multitude of public social services programs ranging from CalWORKs, Cash Assistance, Electronic Benefit Transfer, General Relief, Homelessness Services, CalFresh Nutrition Assistance, Greater Avenues for Independence, Employment Assistance, In-Home Supportive Services and Welfare to Work programs.

The examples above only hint at the complex and wide-ranging breadth of services the County provides to women and girls. Many other County Departments provide programming and services that deeply impact the lives of our County's women and girls, including the Department of Child Support Services; Workforce Development, Aging and Community Services; Office of Child Protection; Los Angeles County Office of Education; Department of Consumer and Business Affairs; the Homelessness Initiative; and Military and Veteran's Affairs. The County touches virtually every aspect of our residents' lives, irrespective of their background or experiences, and is uniquely qualified to unlock solutions to the unique ways women and girls are impacted by our services.

Seeking Input

To begin the process of gathering information and data, identifying gaps, and to consider possible approaches and designing this motion, a group was brought together that included experienced national and local leaders across the spectrum of criminal justice, community outreach, health, history, education, economic security, child welfare, labor, workforce development, violence against women, trauma-informed care, the County's delivery systems and political participation. This group met for six months gathering research, discussing structure and best practices, and suggested a variety of ways the County could study and make policy recommendations to the Board of Supervisors to improve the quality of

life for women and girls in the County.

Given the breadth and scope of our County, the group determined that the participation of all 37 Departments was essential to effectively move a Countywide effort forward. The group recommended that an in-depth process of assessment, outreach, research, analysis, and mapping be applied to each Department and Supervisorial District in order to appropriately target reforms to enhance and expand the County's gender-responsive capabilities, and to advance the mission of improving the quality of life for the County's women and girls.

It is time to begin.

WE, THEREFORE, MOVE that the Board of Supervisors:

1. Commit to a five-year Countywide Initiative on Women and Girls ("WGI");
2. Create a WGI Governing Council to be housed in the Chief Executive Office and comprised of fifteen appointees, three appointed by each Supervisor, no later than February 7, 2017. The WGI Governing Council shall reflect a diversity of expertise and the demographics in the County, with attention to the history and qualification of the members such that each is highly qualified and respected;
3. Adopt the following duties and Scope of Work for the WGI Governing Council:
 - a. Develop a Mission Statement or Set of Guiding Principles to shape the work of the WGI Governing Council.
 - b. Conduct a Countywide study of the unique ways in which women and girls are impacted by the policies, programs, services, collaborations and other actions undertaken by the County.
 - c. Conduct a thorough assessment of the County's recruitment, hiring, retention, promotion, testing, evaluation and other Human Resources policies to ascertain any disparate impacts they may have on women. Evaluation must include an in-depth analysis of each Department's

workforce gender data in order to identify opportunities for immediate and long-term improvements in County workforce gender parity.

- d. Conduct a thorough assessment of the County's abilities and deficits in ensuring gender equity, including an analysis of each Department's programmatic impacts, positive and negative, on women and girls in the County.
- e. Initiate and gather research concerning women and girls in the County, including: conduct surveys of community members, county employees and others; identify gaps in research; and collect and analyze the data obtained.
- f. Engage in extensive community outreach that is culturally and linguistically competent, including consulting community groups with established best practices in community engagement; hold at least two Town Hall meetings in each Supervisorial District to gather relevant information as identified by the Council; and take any additional actions to insure the most robust possible community participation.
- g. Provide quarterly written status reports to the Board, including recommendations for actions that may be undertaken.
- h. Present an annual written and oral report to the Board on the WGI Governing Council's progress, including recommendations for actions that may be undertaken.
- i. The WGI Governing Council may establish committees or working groups to focus on key issues; these committees may include members who are not on the Council such as outside experts, advocates and community members, as well as County Department Heads, County Executives, Commissioners or employees.

4. Direct the Chief Executive Officer, in consultation with the Executive Officer of the Board, to report back to the Board by February 7, 2017 with a recommended funding plan for the WGI Governing Council, including staffing and provisions for office space and equipment;
5. Direct the Chief Executive Officer to establish sufficient staffing for the WGI Governing Council including, at a minimum, an Executive Director, a Research Director, a Community Engagement/Outreach Director and an Administrative Manager. The Chief Executive Officer and the Executive Officer of the Board are also encouraged to assign staff from their offices to assist the work of the WGI Governing Council. The Chief Executive Officer should immediately work with the Department of Human Resources to begin a recruitment for the Executive Director, but no formal offer shall be made until such time the Board approves the funding plan; and
6. Authorize all County Departments, all relevant County agencies, County Commissions, County-appointed consultants, the Executive Officer, and the Chief Executive Officer to provide full cooperation to the WGI Governing Council and its executive staff, and provide access to information and records to the fullest extent allowed by law.

S:KS/Los Angeles County Initiative on Women and Girls

November 15, 2022

**MOTION BY SUPERVISORS HILDA L. SOLIS
AND SHEILA KUEHL**

Los Angeles County Gender Impact Assessment Implementation

On January 5, 2021, the Los Angeles County (County) Board of Supervisors (Board) adopted the principles ratified by the United Nations for the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). On November 16, 2021, the Board approved an ordinance on the Implementation of the Principles of the CEDAW organized into seven distinct target areas: economic development, education, housing, violence against women, health care, access to justice, and voting rights. On September 14, 2022, the Chief Executive Office's Women and Girls Initiative (WGI), reported on the status of implementation and made recommendations to set countywide policy that would further embed CEDAW principles into County practices, establish a cohesive framework, implement comprehensive oversight, and ensure accountability.

Beginning January 2022, the WGI embarked on a countywide initiative to coach every department on how to conduct a Gender Impact Assessment (GIA). GIA is a methodology that helps the County improve its understanding of people's different needs, experiences, and opportunities, which may vary based on gender, race/ethnicity, age, and other social-demographic variables. It teaches us to question the assumption that policies, programs, and services affect or benefit everyone in the same way and avoid any unintended negative

MOTION

SOLIS _____

KUEHL _____

HAHN _____

BARGER _____

MITCHELL _____

consequences. GIA also helps the County estimate the effects - positive, negative, or neutral - of a policy, program, or service, on different groups.

The County GIA requires that departments apply an intersectional gender lens when analyzing their policies, services, programs, workforce, and leadership. To do so, departments must capture gender data and use a focused process to challenge assumptions as to why gender imbalances exist. By using this methodology and assessing gender data, departments can finely pinpoint gender imbalances within their organization and the services it offers County residents. Once imbalances are uncovered, departments develop goals and strategies to address gender disparities and increase equity. Progress toward gender equity is a multi-year effort, therefore we must lay the groundwork to enable departments to make progress by first establishing a baseline, which includes tracking the data they need to identify gender imbalances and develop goals that move us toward a more gender-neutral workplace and service provider. The Management Appraisal and Performance Plan (MAPP) is the County's best tool to ensure that the work of implementing the CEDAW principles and the development of departmental gender equity goals are accomplished.

WE, THEREFORE, MOVE that the Board of Supervisors direct the Chief Executive Officer to:

- 1) Develop a Management Appraisal and Performance Plan (MAPP)

gender equity goal for all Departments through FY 2022-23 and FY 2023-24, which directs departments to complete the GIA with a focus on identifying and tracking

gender equity related goals and advancing gender data maturity within each department's programs, services, policies, practices, and partnerships.

- 2) Report back to the Board during the annual MAPP evaluation process each department's progress toward meeting the gender equity goal.

#

HLS: ew



Gender Impact Assessment Department Charter

PURPOSE

The Women and Girls Initiative (WGI) was created in 2016 to establish Los Angeles County as a leader in creating opportunities and improving outcomes for people of all genders. The Board of Supervisors (Board) has tasked the WGI and County departments to apply a gender lens when the County acts as an **employer**, a **service provider**, and as a **partner** to:

- Enhance equity and justice
- Increase leadership opportunities and capacity
- Create innovative pathways and partnerships

To support departments, the County has developed a training on how to apply a gender lens to County functions and conduct gender impact assessments (GIA). The purpose of the training is to build County staff's capacity to advance equity by using a gender lens when designing, implementing, and evaluating policies, programs, services, and projects. In accordance with the Los Angeles County Gender Impact Assessment Implementation Board Motion approved on November 15th, 2022, **all departments must complete the GIA**, develop gender equity goals, and report back to the Board during the annual MAPP evaluation process.

COMMITMENT

Your department is partnering with the WGI to participate in this training and conduct gender impact assessments. Your participation will include the following:

- Review the GIA training videos
- Review the written GIA training materials
- Participate in Bi-Weekly Working Meetings
- Participate in Monthly Cohort Meetings
- Provide feedback on the GIA experience

DELIVERABLES

At the completion of your coaching, submit reports on your:

- 1) GIA Mission Statement
- 2) Services
- 3) Workforce
- 4) Leadership
- 5) Family-Friendly Practices

GIA TEAM

Who should be part of the department's GIA Team?

GIA LIASON

A department executive level staff to serve as the **GIA Liaison** to WGI.

- Lead efforts department-wide.
- Check-in on the GIA Team's progress and direction at a minimum mid-way through the 3-month project period
- Approve the final reports with the department's gender equity goals, strategies, and metrics
- Support a five-year implementation to achieve the goals

GIA Team Lead

GIA Team Member

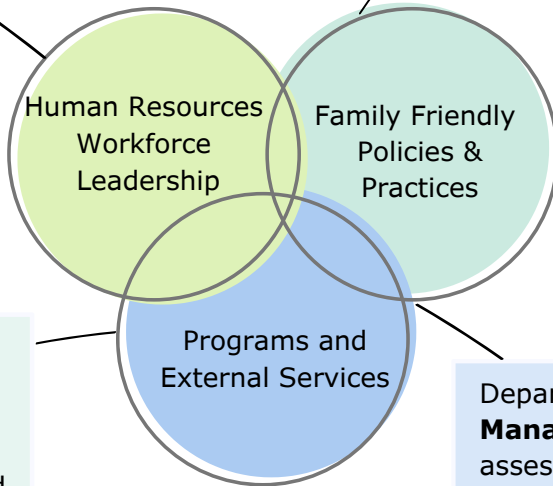
GIA Team Member

- A department management/supervisor level staff to:
 - Serve as the **GIA Team Lead** and project manager
 - Manage the GIA Team and lead the development of the gender equity goals, strategies, and metrics
 - Liaise with the WGI on the bi-weekly coaching sessions
 - Communicate with the department’s GIA Liaison and executive staff on the GIA Team’s progress and direction

Optional Team Members:

Staff from your **Communications/Outreach** team who will help i) communicate your gender equity goals internally and raise awareness of how gender plays a role for your department’s work, ii) support the development of gender-responsive communications and outreach strategies and materials.

Staff from your **Programs / External Services** teams who can i) collect and assess program/service data by gender, and ii) develop gender equity services goals, strategies, and metrics.



Department **Equal Employment Opportunity Coordinator** or Family Friendly Benefits Coordinator who can assist with assessing the department’s family-friendly policies and practices.

Staff from the **IT/Data team** who can help i) review existing data collection processes and tools (such as dashboards) from an intersectional gender lens, and ii) help collect, assess, and present the data you need to formulate the department’s goals.

Department **Human Resource Manager** who can help i) collect and assess workforce and leadership data by gender, ii) develop workforce and leadership goals, strategies, and metrics, and iii) assess how the department promotes and implements family-friendly policies and practices.

DELIVERABLES

At the completion of the project period, departments must submit the following reports on the [LearningLink GIA webpage](#).



Report (1)

- Department GIA Mission Statement
- Your task is to develop a GIA mission statement to guide the department’s gender equity efforts



Reports (2-4)

- Department Services, Workforce and Leadership
- Your task is to submit reports for Services, Workforce and Leadership where you have defined
 - 1-2 Gender equity goals that your department can achieve within a 5-year timeframe
 - 1-3 Strategies to achieve your gender equity goal(s)
 - 1 Metric (minimum) per goal to measure your progress



Report (5)

- Department Family-Friendly Practices
- Your task is to evaluate your department’s family-friendly policies and practices and report on how you meet the County’s family-friendly department criteria

Training Period: 3 Months



Deadline to submit reports: By the end of the training period

Timeline to achieve Gender Equity Goals: Within 5 years

***Status updates:** Annually as part of the MAPP Goals Process

TRAINING MATERIALS

All training videos and written materials can be accessed on the LearningLink.

Written Materials:

The written materials have been developed to guide you through the process and complements the training videos. They include overviews, research, and checklists.

Training Videos:

Introduction

- An Introduction to Gender Equity (7 minutes)
- Gender Equity & Mobility (3 minutes)
- Gender Equity & Workplace Automation (2 minutes)
- Why We All Benefit (3 minutes)
- Knowledge Check No. 1

What is a GIA and GIA Mission Statement?

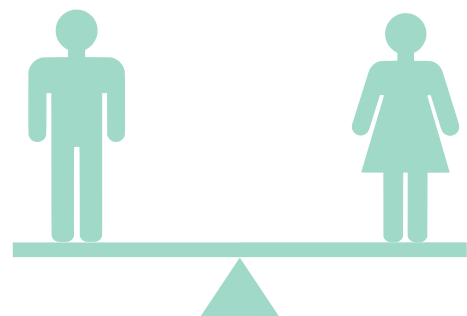
- What is a Gender Impact Assessment? (4 minutes)
- Why are GIAs Important & Identifying Gender Gaps (6 minutes)
- Knowledge Check No. 2
- What is a GIA Mission Statement? (9 minutes)
- Knowledge Check No. 3

Workforce and Leadership

- Gender Equity in Workforce and Leadership (6 minutes)
- Workforce and Leadership: Benefits and Strategies (10 minutes)
- Knowledge Check No. 4

Conducting a GIA

- How to Conduct a GIA: Step 1 (5 minutes)
- How to Conduct a GIA: Step 2 (4 minutes)
- How to Conduct a GIA: Steps 3 and 4 (3 minutes)
- Knowledge Check No. 5
- How to Implement a GIA (3 minutes)
- Knowledge Check No. 6



DEPARTMENT AGREEMENT (to be completed by department)

| | |
|---------------------------------|--|
| Name of Department: | |
| | GIA LIASION (Executive Level) |
| Name and title: | |
| Email address: | |
| Phone: | |
| | GIA TEAM LEAD |
| Name and title: | |
| Email address: | |
| Phone: | |
| | GIA TEAM MEMBERS |
| Name, title, and email address: | |
| Name, title, and email address: | |
| Name, title, and email address: | |
| | 1-hour Departmental Bi-Weekly Meetings - preferred meeting times below: |
| 1st Choice | |
| 2nd Choice | |
| 3rd Choice | |



Getting Started

*We recommend reading the GIA Charter before reading this document.

INTRODUCTION

What is a Gender Impact Assessment?

A Gender Impact Assessment (GIA) is a methodology and tool that helps the County improve its understanding of people’s different needs, experiences, and opportunities - which may vary based on gender, race/ethnicity, age, and other social-demographic variables. GIAs teach us to question the assumption that County policies, programs, and services affect or benefit people in the same way and help us avoid any unintended and negative consequences. It is the County’s tool to estimate the effects - positive, negative, or neutral - of a policy, program, or service on different groups.

Q: Do Gender Impact Assessments only assess women’s needs?

- **No**, Gender Impact Assessments look at the needs, experiences, and opportunities of people of all genders.

Q: Does my department need to conduct Gender Impact Assessments?

If you answer **yes** to one or more of the following questions, your department must consider how gender plays a role in your work.

- Does your department serve County residents of all genders?
- Does your department make policy, program, or service decisions that impact the lives of County residents of all genders?
- Does your department have or seek to recruit and retain employees of all genders?

Q: Are Gender Impact Assessments a MAPP Goal?

- **Yes**, every County Department must complete the training on Gender Impact Assessments, create a GIA Team, develop gender equity goals, and report back to the Board of Supervisors during the annual MAPP evaluation process.

See the GIA Board Motion [here](#) and GIA Curriculum [here](#).

GETTING STARTED WITH GENDER IMPACT ASSESSMENTS

(I) Understanding Gender Roles and their Impact

Gender roles are “behavior in a given society or community or other group that conditions which activities, tasks, and responsibilities are perceived as male and female. Gender roles are affected by age, class, race, ethnicity, religion, and by the geographical, economic, and political environment.” For example, globally, women are responsible for 75% of all unpaid caretaking and household work.

Gender roles, social and cultural norms, biases, stereotypes, and unfair processes and systems lead to gender inequity. For example, it leads to differences in what we do, have, and believe.

| | | |
|--|---|---|
| <p>1 What We Do</p> <p>Who picks up the kids at school? Who works in construction vs. hospitality? Who must work two jobs to meet their needs? How do differences in behavior affect whether a community member has access to, participates, and benefits from the County's policies, programs, and services?</p> | <p>2 What We Have</p> <p>(i.e. resources, time, and decision-making power)</p> <p>Who has access to a car and who travels by public transportation? Who has time to seek out County services? Who gets their loan application approved? Who has decision-making power and influence in the community and government?</p> | <p>3 What We Know</p> <p>(beliefs & perceptions)</p> <p>Who has enough information to participate in a County program? Who believes a County service or opportunity is for them? What are the beliefs about gender roles in the community you want to target, and how do these beliefs impact community members' behavior?</p> |
|--|---|---|

II) Benefits of Gender Equity

Gender equity and inequity affect all aspects of life, including our relationships, organizations' success, communities' well-being, governments' effectiveness, and the global economy. For example, research shows:

Community: When governments and organizations help groups that have been historically underserved, they help all community members. For example, investing in women and girls has proven to be one of the most effective ways to reduce poverty because it has a multiplier effect on communities.

Organizations: Diverse and inclusive organizations are more innovative and productive, design better services, and make better decisions. They also experience increased cost savings, job satisfaction, and retention of employees.



Economy: When women, men, and non-binary persons participate in the workforce at the same rate, the economy grows. For example, if women in the U.S. participated in the workforce at the same rate as men, the economy would see an overall gain of \$4.3 trillion or \$13,392 per person.



Couples: When couples share unpaid household work and childcare, both partners tend to be happier and healthier. For example, they are less likely to become depressed and take subscribed medication and are more likely to exercise. And their children are better off too. Children show lower levels of absenteeism and experience a higher level of achievement at school.





GIA Project Curriculum

#1 Coaching Meeting: Introduction of the GIA Project and Deliverables

- **GIA Background and Purpose**
 - GIA Board Motion
 - Commitment and deliverables
 - GIA Mission Statement
 - Services
 - Workforce
 - Leadership
 - Family-Friendly Department Practices
 - Timeline, meeting schedule, and WGI resources
- **What is a Gender Impact Assessment?**
- **What is a GIA Mission Statement?**
 - Purpose, form, link to department-wide mission, communications
- **Next Steps**
 - Review the GIA website and training videos
 - An Introduction to Gender Equity (7 minutes)
 - What is a Gender Impact Assessment? (4 minutes)
 - Why are GIAs Important & Identifying Gender Gaps (6 minutes)
 - What is a Gender Equity Mission Statement? (9 minutes)
 - Develop an internal meeting schedule and set dates for:
 - GIA Team's internal meetings
 - Internal kick-off meeting with leadership
 - Mid-term review of draft goals and strategies with leadership
 - Final presentation to leadership before submitting the reports
 - Identify a lead for the GIA Mission Statement report

Online Resources



- **GIA Portal**
 - <https://tinyurl.com/GIAportal>
- **Training: Looking at Our Work Through Gender Glasses**
 - <https://tinyurl.com/LookingThroughGenderGlasses>

Discuss the Following Questions:

- Why does gender equity matter to your department and its mission, e.g., your service delivery and workforce?
- What gender gaps are important to consider to ensure your department advances gender equity?
- Who are the target audiences for your GIA mission statement?
- What components/aspects of your work and approach are important to convey to those audiences?
 - How is your GIA mission statement linked to your strategic plan?

III) Questions we ask in Gender Impact Assessments

The questions below are questions we typically ask when conducting a Gender Impact Assessment. Your department and GIA Team can use them as a starting point to assess your policies, programs, and services with a gender lens. When you meet with your GIA colleagues, discuss how you can tailor the questions to your department.

Assessing how a policy, program, or service affects people:

- **Who** does the policy, program, or service affect?
- Does everyone who uses this policy, program, or service have the same need for it? How do their needs differ?
- Do people of different genders use the policy, program, or service at the same rate?
- Does the policy, program, or service reach/benefit the people it is intended for?



- Does the policy, program, or service affect people of different genders in a positive, negative, or neutral way?
- Are there any barriers or requirements to benefit from the policy, program, or service? Who can meet the requirements?

Assessing processes and policy, program, or service design:



- Are there any support structures needed, such as childcare or transportation, to help persons of all genders participate successfully and benefit from a policy, program, or service?
- Are there any safety concerns that need to be addressed by gender, sexual orientation, gender identity, gender expression, race/ethnicity, and other demographic factors?

- Do gender roles affect how people benefit from the policy, program, or service?
- How do people's time availability and access to resources vary by gender? Does this affect whether they benefit or not?
- What are the norms, assumptions, and expectations of persons of different genders?
- What are the most common biases persons of different gender face?

Decision Making Do persons of all genders participate in decision-making processes related to the design, management, budgeting, implementation, and evaluation of your policy, program, or service?

- Does your department consult beneficiaries of the policy, program, or service during the design or evaluation process of your policy, program, or service?
- Do decisions about the program/service design consider the needs and experiences of persons of different genders that you have identified?
- Do you monitor trends and consider research on gender equity, e.g., the annual report on the Status of Women and Girls in California, in decision-making processes?

Eliminating Bias & Discrimination: Do your policies adequately and appropriately address sexual harassment, domestic violence, discrimination, and protections for those expressing grievances?

- Has your department taken steps to eliminate gender bias from your processes, e.g.,
 - Hiring and recruitment processes, including resume evaluation, job descriptions, and interview panel selection
 - Client evaluations, including grant applications and program applications?



Additional areas to evaluate for gender gaps:



Language & Imagery

Do persons of all genders feel included in the language and imagery your department uses internally (targeting the workforce) and externally (targeting communities)?

Outreach & Advertisement

Does your department:

- Advertise and promote policies, programs, and services in places that will ensure you reach persons of all genders, including groups participating/ benefitting at a lower level?
- Cater to particular groups who may need extra help accessing your policy, program, or service because they start from a lower/different knowledge base?

Resources & Budgets

- Are resources allocated to meet the needs of persons of all genders and groups historically underserved?
- How many programs/services of your department's total number of programs/services are currently designed to meet a gender gap and advance gender equity?
- What percentage of the department's total budget is dedicated towards these programs/services?

Partners & Contracting Processes

Does your department:

- Seek and collaborate with partners and vendors with expertise and experience in advancing gender equity?
- Apply a gender lens to your contracting process?

Training & Professional Development

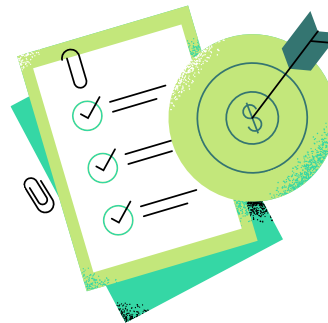
Does your department invest in staff to help them build the skills, knowledge, and confidence to:

- Recognize and address gender bias and gender gaps
- Lead with equity in mind and be a spokesperson for the department's equity initiatives
- Support employees of all genders

Family-Friendly Practices

Does your department:

- Offer family-friendly benefits, e.g., family leave, flexible work schedules, telework options, job-sharing arrangements, and family-violence leave?
- Train management and supervisors on how to help employees access the department's family-friendly benefits?



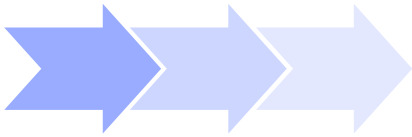
Meeting Practices

Does your department have practices in place to ensure internal meetings, community meetings, or other activities are:

- **Welcoming & Safe** - welcoming of persons of all genders and safe for everyone to express their voice,
- **Diverse** - representative of the department workforce or County's social fabric, including women, men, and non-binary persons
- **Inclusive** - everyone's voice is heard and
- **Accessible** - held in locations accessible to persons of all genders?



- Review the following documents:
 - GIA Mission Statement report template
 - GIA Mission Statement Guide



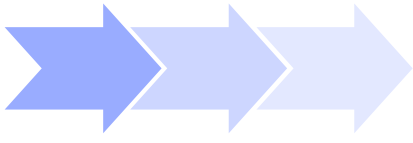
#1 Timeline

- Draft GIA Mission Statement and present at 3rd coaching meeting
- GIA Mission Statement Report submitted via website by end of training

#2 Coaching Meeting: Applying a Gender Lens to Department Services

- **Feedback on GIA website and training videos**
- **GIA Mission Statement Report**
 - Department update on progress
- **Applying a Gender Lens to Department Services**
 - How GIAs inform department processes and decisions
 - Identifying gender gaps
 - Collecting data by gender
 - Why it's important
 - Review of department practices
 - Key questions
 - Toolkit document
 - Getting Started
 - Overview of GIA Services Report
- **Next steps**
 - Identify a lead for the Services Report, including the goal(s), strategies, and metrics
 - Review the following trainings:
 - How to conduct a GIA, Step 1-4 (15 minutes)
 - Review the following documents:
 - Services Report Template
 - Getting Started (p. 3-4)
 - Discuss the following questions:
 - Data collection processes for your services and data available by gender
 - Possible gender gaps that the department can address
 - Possible Gender Equity Services Goals
 - Are your goals aligned with the department's strategic plan?
 - Plan for mid-term review of your direction and draft goals and strategies with leadership





#2 Timeline

- Draft Gender Equity Services goals, strategies and metrics and present at 3rd coaching meeting
- Services Report submitted via website by end of training

#3 Coaching Meeting: Present Draft GIA Mission Statement and Services Goals

- **GIA Mission Statement**

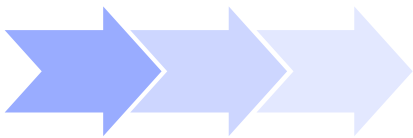
- Department to present the draft GIA Mission Statement

- **Gender Equity Services Goals**

- Department to present draft gender equity services goal(s), strategies, and metrics

- **Next steps:**

- Review the following trainings:
 - Gender Equity in Workforce and Leadership (6 minutes)
 - Workforce and Leadership: Benefits and Strategies (10 minutes)
- Review the following documents:
 - Workforce report
 - Guide to Promoting Gender Equity in Recruitment and Hiring
 - Gender Equitable Workforce



#3 Timeline

- Finalize GIA Mission Statement and share with leadership for feedback. Mission Statement Report submitted via website by end of training
- Finalize Gender Equity Services report and share it with GIA Liaison for feedback. Services Report submitted via website by end of training

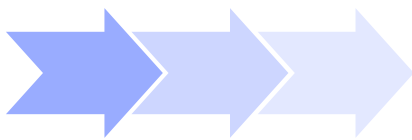
#4 Coaching Meeting: Applying a Gender Lens to Department Workforce

- **Applying a Gender Lens to Department Workforce**

- Benefits of a gender-diverse workforce
- Overview of GIA Workforce Report
 - Collecting workforce data
 - Defining gender equity workforce goals and strategies



- Training videos:
 - Gender Equity in Workforce and Leadership (6 minutes)
 - Workforce and Leadership: Benefits and Strategies (10 minutes)
- Toolkit documents:
 - Gender Equitable Workforce
 - Guide to Promoting Gender Equity in Recruitment and Hiring
- **Next steps**
 - Identify a lead for the Workforce Report, including the goal(s), strategies, and metrics
 - Mid-term review of overall direction and draft goals and strategies with leadership
 - Review the following documents:
 - Department Workforce data
 - Workforce Report Template
 - DHR’s Guide to Promoting Gender Equity in Recruitment and Hiring
- Discuss the following questions:
 - Are there any gender imbalanced job categories that your department wants to address?
 - What practices do you have in place to recruit, hire, and retain a gender diverse workforce?
 - Are there any practices in the Guide to Promoting Gender Equity in Recruitment and Hiring that your departments has not yet adopted?
 - Possible Gender Equity Workforce Goals
 - Are your goals aligned with the department-wide plan/effort?



#4 Timeline

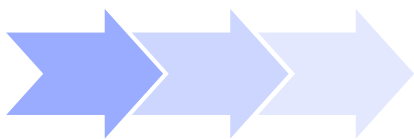
- Draft Gender Equity Workforce goals, strategies and metrics and present at 5rd coaching meeting
- Workforce Report submitted via website by end of training

#5 Coaching Meeting: Gender Equity Workforce Goals & Introduction to GIA Leadership Report

- **Gender Equity Workforce Goals**
 - Department to present draft gender equity workforce goals, strategies, and metrics
- **Applying a Gender Lens to Department Leadership**
 - Benefits of gender-diverse leadership
 - Overview of GIA Leadership Report
 - Collecting leadership and promotability data
 - Defining Gender Equity Leadership Goals
 - Gender diversity in leadership job categories
 - Leadership strategies and support to help leaders champion gender equity



- GIA toolkit document:
 - Strategies for leaders
- **Next steps**
 - Identify a lead for the Leadership Report, including goal(s), strategies, and metrics
 - Documents and areas to discuss at the internal meeting:
 - GIA Leadership Report Template
 - Department’s leadership data
 - Process for tracking promotability by gender
 - Discuss the following questions:
 - Has the department applied a gender lens to professional development practices and opportunities, e.g., leadership trainings and mentorship programs?
 - Will the professional development programs help staff meet the criteria needed to promote?
 - What practices are in place to ensure all staff receive necessary information to pursue career opportunities in the department and the County?
 - What actions are expected of department leaders
 - `What does it mean to be a champion of gender equity?
 - Do leaders have the knowledge and support they need to champion gender equity?
 - How can department leaders support your gender equity goals and strategies (mission statement, services, workforce, family-friendly practices?)
 - Possible Gender Equity Leadership Goals
 - Are your goals aligned with the department’s strategic plan?



#5 Timeline

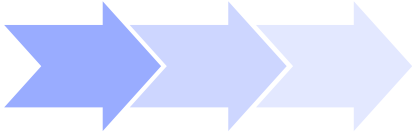
- Draft Equity Leadership Goals
- Draft final reports

#6 Coaching Meeting: Becoming a Family-Friendly County Department

- **Gender Equity Goals**
 - Department to present draft gender equity leadership goals, strategies, and metrics
 - Department to present final services and workforce goals, strategies and metrics (as needed)
- **Becoming a Family-Friendly County Department**
 - Background
 - Overview of Family-Friendly Department Application
 - Data
 - Criteria



- Toolkit documents:
 - Summary of County Family-Friendly Benefits
 - Family-Friendly How To Guide
- **Next Steps**
 - Identify a lead for the Family-Friendly Department Application
 - Review the following documents:
 - Family-Friendly Department Application
 - Summary of LA County Family-Friendly Benefits
 - Discuss the following questions:
 - What practices do you have in place to promote a family-friendly environment?
 - Do you meet the criteria listed in the application?
 - If NO, what actions can you take to meet them?
 - If YES, what additional measures can you take?



#6 Timeline

- Present your final reports to leadership
- Submit the final reports (5) on the GIA website





GIA Project Curriculum Timeline

| PROJECT MILESTONE | TIME FOR COMPLETION |
|---|--|
| 1. GIA Mission Statement | <ul style="list-style-type: none"> • First draft ready by 3rd Department coaching meeting • Final GIA Mission Statement submitted via website by end of training |
| 2. Services | <ul style="list-style-type: none"> • Draft Gender Equity Services Goals to be defined by 4th Department coaching meeting • Services Report submitted via website by end of training |
| 3. Workforce | <ul style="list-style-type: none"> • Draft Gender Equity Workforce Goals to be defined by 5th Department coaching meeting • Workforce Report submitted via website by end of training |
| 4. Leadership | <ul style="list-style-type: none"> • Draft Gender Equity Leadership Goals to be defined by 6th Department coaching meeting • Leadership Report submitted via website by end of training |
| 5. Family-Friendly Department Application | <ul style="list-style-type: none"> • Final-Family Friendly Department Application submitted via website by end of training |

Preamble to GIA Reporting Template

- The following pages include the GIA Services Report, which outlines the department's gender equity services goal(s), strategies, metrics, baselines, strengths, challenges, roles, and responsibilities.
- Departments submit this report (and similar ones for the workforce, leadership, and family-friendly practices) at the end of the 3-month GIA coaching period after a thorough assessment of data by gender, including data collection practices.
- Departments report progress annually on the implementation of their goals, strategies, and metrics.



Los Angeles County GIA Reporting Template: Services

The purpose of this reporting template is to track how your department advances gender equity through your services. The service can be "internal," i.e., supports department(s) and department staff, or "external," i.e., supports members of the community.

Your task is to define:

- 1-2 Gender Equity Services Goals that your department can achieve within a 5-year timeframe;
- 1-3 Strategies to achieve your Gender Equity Goal(s); and
- 1 Metric per Gender Equity Goal to measure your progress.

Name of your department:

Year:

Month:

SECTION 1: DEPARTMENT SERVICES - GOAL 1

A - Define Gender Equity Services Goal 1:

Explanation: A goal that is defined in terms of strengthened gender equity and is based on available data and existing gender gaps. It can be your gender-related MAPP goal or a new goal that targets a specific department service or process.

B - Please confirm that Gender Equity Goal 1 is in line with your department's strategic plan, annual work plan, and/or ongoing or upcoming initiatives:

Yes No



C - Outline your department's strategies to achieve Gender Equity Services Goal 1:

Explanation: A strategy is the process for achieving the goal. A strategy may be to a) develop a mechanism/process for collecting data disaggregated by gender, b) train staff on where to gather data by gender and how to use it to make decisions, c) develop and implement a gender-responsive community outreach plan, or d) using a gender lens, make an in-depth assessment of how different groups benefit from a service or not.

Strategy 1:

Strategy 2:

Strategy 3:

D - Define metrics to measure progress towards Gender Equity Services Goal 1:

Explanation: A metric is a measurement to measure progress towards achieving your Gender Equity Goal. For example, every year you may track the gender diversity (women, men, and non-binary persons) among participants joining workforce trainings in traditionally male-dominated fields.

Define your metric for Gender Equity Services Goal 1:

For example: Number of women, men, and non-binary persons accessing the service.

Does your department collect data for this metric?

If yes, please:

- **Specify the data source (For example -Yes, the department collects this data through X intake form.):**



- **Specify your baseline by gender for this gender equity goal** (*For example: In year 1, 800 women and 300 men accessed this service. The department does not currently collect data on non-binary persons, but is reviewing its procedures to start doing so in 2023*):

If **no**, please:

- **Specify when you will begin collecting and evaluating data for this goal** (*For example – January 2023.*):
- **Specify the data source** (*For example – We will collect this data point through X intake form.*):

SECTION 2: DEPARTMENT SERVICES – GOAL 2

Same questions as in the section above for Goal 1.

SECTION 3: DEPARTMENT STRENGTHS AND CHALLENGES

E - What are your department's strengths and opportunities that will assist you in achieving your goal(s)?

Explanation: A department's strength may be a) partnerships that will help pool resources, increase cost efficiency, and increase the department's reach, b) strong buy-in among relevant divisions, and c) efforts to prepare a budget proposal with a gender lens to allocate appropriate resources.

F - What are the challenges that are currently preventing your department from achieving your goal(s)?

Explanation: A challenge may be a) time or staffing constraints, b) process and technology constraints, e.g., lack of control of data systems or multi-year contracts that are hard to change.

SECTION 4: KEY POSITIONS & RESPONSIBILITIES

G - Identify the key positions responsible for achieving your Gender Equity Services Goal(s) and implementing the strategies outlined above:

Explanation: For example, the GIA Lead may serve as a project manager and support the Communications Team, responsible for reviewing the community outreach strategy with an intersectional gender lens and making recommendations. The Deputy Director oversees the project and approves the final strategy.



County of Los Angeles

Women & Girls Initiative

EMPOWERING WOMEN & GIRLS
FOR A BRIGHTER TOMORROW

Stay Connected!

Tag @LACWGI in your Gender Equity work so we can amplify each other's voices and raise awareness about how we can improve gender equity across County departments, from recruitment to service provision.



 @LACWGI

 wgi@ceo.lacounty.gov

 @LACWGI

 www.ceo.lacounty.gov/WGI

 [Facebook.com/LACWomenandGirls](https://www.facebook.com/LACWomenandGirls)

