South Carolina
Racial Equity Impact Assessment Guide

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Introduction

A Race Equity Impact Assessment (REIA) is a systematic examination of how different racial and ethnic groups will be affected by a proposed action or decision.[2] This Race Equity Impact Assessment guide is a step-by-step manual to evaluate policy impact on racial and ethnic groups to determine how to proactively achieve equitable outcomes. The REIA guide will allow policy makers, decision makers, analysts, organizations, and others to inform public policy development and increase race equity and inclusion for South Carolina.

Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares.[2]

Objectives

Support the outcomes of your policy with data.
Engage stakeholders to inform areas of strength and those in need of modification.
Distinguish differential impacts in drafted policy or legislation.
Recommend changes to strengthen policy equity and impact.

Who should use this guide?

Any legislator, decision maker, analyst, group, or organization who wishes to ensure the equity of a proposed policy should use this guide. Opportunity for all is achievable by implementing policy that considers and addresses disparate impacts. This guide is a tool to help you successfully think through the racial impact assessment processes.

How to use this guide

This guide includes six steps that take you through the completion of a REIA. Begin by determining your capacity to complete this assessment, and then complete each procedural step in order. Do not be discouraged by any barriers (e.g. capacity level, data availability) that you may encounter; complete each step to the extent of your ability. Read the reasoning and instructions for each step to inform how you should proceed. Populate your findings in the boxes provided. Check off each task as it is completed under "Final Check" and review to ensure you have fully completed the step before moving on to the next one or ending the assessment. Refer to the rubric provided in the Pre-Work section to ensure you are completing each step with quality.

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[1] Acknowledgements: This guide was developed in partnership with NC Child, the NC Office of Minority Health and Health Disparities, and the NC Division of Public Health—Women's Health Branch; adapted from Getting to Outcomes implementation guide framework and California Department of Public Health Racial Impact Assessment (RIA) Tool.

[2] Race Forward. (n.d.) Retrieved from https://www.raceforward.org/

Pre-Work

Have a policy prepared.

This guide should be used with a policy proposal in mind. This will allow you to distinguish potential positive and negative impacts and highlight how equitable outcomes can be achieved through policy implementation.

Determine your capacity.

The purpose of assessing capacity is to determine the strengths and weaknesses of your team's ability to assess impact with quality. The result of this determination is an opportunity for you to add in relevant members, including stakeholders for your policy, content experts, or resources prior to beginning the REIA. Your team's capacity level will increase as you engage stakeholders.

Capacity Indicators	Capacity Level	Definition	✓
Knowledge	High	Extensive knowledge of communities, rationale for policy, historical context of the problem and others working in this area.	
	Medium	Some knowledge of communities, rationale for policy, historical context of the policy related problem and others working in this area.	
	Low	Limited knowledge of communities, rationale for policy, historical context of the policy related problem and others working in this area	
Partnership	High	**Diverse partnerships**, established connections with community members and professionals in this policy area.	
	Medium	Some diverse partnerships, some rapport with community members and/or professionals in this policy area.	
	Low	No diverse partnerships, no established connections with community members or professionals in this policy area.	
Operations	High	7 team members	
	Medium	4-6 team members	
	Low	2- 3 team members	
Resources (e.g. funding, internet and online database access, meeting space)	High	Robust and varied resources	
	Medium	Sufficient resources, may or may not be varied	
	Low	Low or no resources and/ or singular type of resource	

Note: **Diverse partnerships** are those with community members and professionals with an array of skill sets, primary issue areas, and policy experience as well as varying backgrounds and ethnicities

Review Quality Components

The quality components of each step in a REIA are listed in the rubric below. Use these components as a guide to help you prepare for your REIA process, keeping in mind that a comprehensive plan would receive a score of 4 at each step.

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Race Equity Impact Assessment Rubric

Bolded terms are defined in the listing below the final chart.

Score Level	Step 1: Policy Summary	Step 2: Data-Identified Affected Groups	Step 3: Engaging Stakeholders	Step 4: Impact Assessment	Steps 5 & 6: Strategy for Change
4	• Policy purpose is explained clearly • Problem statement is explained clearly • Problem topics are selected accurately • Geographic areas affected are selected accurately • Policy outcomes are explained clearly	• Perception based affected racial populations are selected • Rationale for perception based selections is detailed and clear. • Questions are based on the problem statement and about racially affected groups • Data informed affected group selections are accurate and thorough • Description is supported by a variety (more than two) of **credible sources** and is accurate • More than three (3) credible sourcesa are listed	• More than three (3) methods of stakeholder engagement were used AND plan is described for each. • Engagement efforts are summarized in detail. • Commentary from stakeholder groups were used to reassess if all affected racial groups are included in decision making. • Additional stakeholders brought up during engagement were included (if there are any)	• Is well researched (4+ supporting documents), evidenced by statistics and backed by credible sources • Reflects application of critical thinking • Racial, ethnic and tribal groups have been able to contribute meaningfully in the process. • Racial impact outcomes are explained with supporting evidence • Both positive and negative consequences are listed and affected racial groups are noted	• Considers viewpoints **from diverse communities** of color identified in the data and stakeholder conversation • Identifies founded impact, prioritizes strategies, identifies resources needed and acceptability to stakeholders • Acceptability to stakeholders is described in detail • Alternatives or amendments are proposed when inequitable consequences have been found

Score Level	Step 1: Policy Summary	Step 2: Data Identified Affected Groups	Step 3: Engaging Stakeholders	Step 4: Impact Assessment	Step 5 & 6: Strategy for Change
3	• Purpose is explained somewhat unclearly • Problem statement is explained somewhat unclearly • Problem topics is selected with some missing or selected inaccurately • Geographic areas affected are selected with one missing or one selected inaccurately	• Perception based affected racial populations are selected • Rationale for perception based selections is somewhat detailed and clear. • Questions are somewhat based on the problem statement and about racially affected groups • Description is supported by more than one credible source and is accurate • The same number of sources as is supporting the description is listed	• At least two (2) methods of stakeholder engagement were used AND plan is described for each. • Engagement efforts are summarized in detail. • Commentary from stakeholder groups are used to reassess if all affected racial groups are included in decision making. • Additional stakeholders brought up during engagement are somewhat included (if there are any)	• Is well researched (3+ supporting documents), evidenced by statistics and backed by credible sources • Reflects some application of critical thinking • Racial, ethnic and tribal groups have been able to mostly contribute meaningfully in the process. • Racial impact outcomes are explained with some supporting evidence • Both positive and negative consequences are listed and affected racial groups are somewhat noted	• Considers viewpoints from diverse communities of color identified in the data and stakeholder conversation • Mostly identifies founded impact, prioritizes strategies, identifies resources needed and acceptability to stakeholders • Acceptability to stakeholders is mostly described in detail • Alternatives or amendments are proposed when inequitable consequences have been found

Score Level	Step 1: Policy Summary	Step 2: Data Identified Affected Groups	Step 3: Engaging Stakeholders	Step 4: Impact Assessment	Step 5 & 6: Strategy for Change
2	• Purpose is significantly unclear • Problem statement is significantly unclear • Several factual errors or inconsistencies in affected problem topics, geographic areas • Policy outcomes are significantly unclear or inaccurate	• Perception based affected racial populations are selected • Rationale for perception based selections is not detailed OR unclear. • Questions are not based on the problem statement OR about racially affected groups • Description is supported by more than one credible source and is somewhat inaccurate • The same number of sources as is supporting the description is listed	• At least one (1) method of stakeholder engagement were used AND plan is described • Engagement efforts are summarized but not in detail. • Commentary from stakeholder groups are somewhat used to reassess if all affected racial groups are included in decision making. • Additional stakeholders brought up during engagement are identified but not included (if there are any)	• Is significantly lacking in research (≤ 2 supporting documents), evidenced by statistics and backed by credible sources • Lacking some application of critical thinking • Racial, ethnic and tribal groups have been able to somewhat contribute in assessment but not decision making • Racial impact outcomes are explained with supporting evidence • Both positive and negative consequences are minimally addressed	• Considers viewpoints from some communities of color identified in the data and stakeholder conversation • Mostly identifies founded impact, prioritizes strategies, identifies resources needed and acceptability to stakeholders • Acceptability to stakeholders is somewhat described • Alternatives or amendments are proposed when some inequitable consequences have been found but not all

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Score Level	Step 1: Policy Summary	Step 2: Data Identified Affected Groups	Step 3: Engaging Stakeholders	Step 4: Impact Assessment	Step 5 & 6: Strategy for Change
1	• Unstated, incomplete or no clear policy purpose • Unstated, incomplete or no clear problem statement • Factually inaccurate or inconsistent affected problem topics, geographic areas • Has significant factual errors, misconceptions, or misinterpretations of policy outcomes	• Perception based affected racial populations are not selected • Rationale for perception based selections is not detailed AND/OR unclear. • Questions are not based on the problem statement AND/OR not about racially affected groups • Description has significant factual errors, misconceptions, or misinterpretations of policy outcomes • No sources are listed	• At least one method of stakeholder engagement was used but plan is not described • Engagement efforts are summarized but not in detail. • Commentary from stakeholder groups are not used to reassess if all affected racial groups are included in decision making. • No further work is done to engage additional stakeholders (if there are any)	• Is not well researched (no supporting documents), not evidenced by statistics and is not backed by credible sources • Does not reflect application of critical thinking • Racial, ethnic and tribal groups have not been able to contribute meaningfully in the process. • Racial impact outcomes are not explained or do not have supporting evidence • Does not list both positive and negative consequences or affected groups	• Does not consider viewpoints from diverse communities of color identified in the data and stakeholder conversation • Does not identify founded impact, prioritize strategies, identify resources needed or acceptability to stakeholders • Acceptability to stakeholders is mostly described in detail • Alternatives or amendments are not proposed when inequitable consequences have been found

Note: This rubric adapted from Center for the Study of Social Policy: http://www.cssp.org/policy/2015/Race-Equity-Impact-Assessment-Tool.pdf

[a] **Credible sources** – peer-reviewed journal articles, evidence-based websites (those that provide evidence for statements, suggestions or strategies), stakeholders from affected racial groups

[b] **Diverse communities** – communities that represent varying backgrounds, racial identities, socio-economic statuses

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Assess Self-Knowledge

Before starting, become knowledgeable about your own implicit associations and biases by using the resource below. Each member of this process (your team) should complete this test to uncover implicit bias.

Implicit bias refers to the unconscious attitudes and associated stereotypes about categories of people.[3]

Becoming aware of your own implicit associations and biases allows you to understand unconscious preferences for one race over another. This knowledge will allow you to make better-informed decisions as you proceed with this process. Follow this link: https://implicit.harvard.edu/implicit/takeatest.html

Next, use guided discussion questions[4] to talk about each REIA team member's outcomes in a non-judgmental space. This will allow you to talk through automatic preferences to move forward in this assessment with awareness of existing biases. Talking about the results of the Harvard Project Implicit© association test may invoke deeply personal conversation and strong feelings. Set ground rules for discussion, including nonjudgement and support of each other's growth.

- What were your test results?
- What was your reaction to the outcome of this test? Why?
- How do you see this impacting your policy decisions?
- What is your plan to maintain awareness of your test results throughout this process?

Make a timeline to accomplish essential components

Component	Due Date	Responsible Person(s)	✓
Step 1: Policy summary			
Step 2: Look to the data to identify affected populations			
Step 3: Engage stakeholders/ affected populations			
Step 4: Describe potential positive/ negative impacts			
Step 5: Identify and prioritize strategies to ensure equitable impact			
Step 6: Amend and finalize policy			

Pre-Work Final Check:

Pre-Work Tasks	✓
Had policy prepared	
Determined team capacity level	
Assessed self-knowledge of implicit associations and biases	
Completed guided implicit bias discussion	
Created timeline for completion	
Reviewed quality components	

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[3] Godsil, Tropp, Goff, & Powell, (2014).

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Step 1: Policy Summary

Describe the scope and intent of the policy you would like to evaluate.

GOAL: Provide clarity as you move forward with the following steps.

Briefly summarize your policy below.

Policy Purpose

Problem Statement or Issue

How would you describe the target area of this problem/issue? Select all that apply.

- ☐ Education
- ☐ Community Development
- ☐ Health
- ☐ Environment

- ☐ Criminal Justice
- ☐ Employment
- ☐ Housing
- ☐ Transportation
- ☐ Other_____

Which geographical areas of South Carolina does this problem/issue affect? Select all that apply.

- ☐ All South Carolina Regions
- ☐ Lowcountry
- ☐ Midlands

- ☐ PeeDee
- ☐ Upstate

What are the intended outcomes of this policy?

Step 1: Final Check:

Step 1 Tasks	✓
Summarized Policy Purpose	
Completed Problem Statement	
Selected Categories	
Selected Geographic Area	
Explained Intended Outcomes	

Step 2: Identify Affected Populations

This step will be time intensive and will depend on your capacity level (See Pre-Work). For this guide, race is defined as a socially constructed category that describes individuals based on biological heritage, physical appearance, cultural affiliation, early socialization personal experience and other factors.[4]

GOAL: Use data to identify specific individuals and racial groups that are inequitably affected by your policy.

Before you begin looking at data, use your own perception of the issue to check each race you believe will feel effects disproportionately to others. This can be in relation to positive or negative effects.

Based on your perception, who do you think will be disproportionally affected by this policy?[5]	✓
American Indian or Alaskan Native	
Asian	
Black or African American	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
Non-Hispanic White	
Other (specify):	

Describe your rationale.
Example: Our team believes that black or African American adults will be affected inequitably based on that population's historic barriers to access to quality education.

Gather and Review Credible Evidence

Begin this step by brainstorming simple research questions your team believes you must answer about potentially affected groups to ensure equitable racial impact.

What questions about racially affected groups does your team need to answer?
Example: Are Black and African American adults affected inequitably in XXX County, South Carolina?

Next, use literature to provide evidence to support your rationale or inform you of different evidence.

Use key words from your policy's purpose, problem statement and/ or methods of delivery to find data supporting the impact of specific racial groups.

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[4] Racial Equity Tools. (n.d.) Retrieved from https://www.racialequitytools.org

[5] Demographic race and ethnicity groups were adapted from the BRFSS demographic queries to include additional groups that may be inequitably affected by policy outcomes.

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Quantitative data: surveillance, administrative and survey data that can be measured numerically

Demographic data: information referencing population/ community characteristics

Potential Data Sources		
Source(s)		Type of Information
Peer-reviewed research	Google Scholar EBSCOhost JSTOR HighWire	Evidence-based practice, investigation into the issue, congressional publications and witness testimony
Population-level data	Census.gov KIDS COUNT Data Center S.C. Community Assessment Network	Demographic data, birth and death certificates, manner of death
Public library		Books and journals about the topic, holdings of congressional publications

Who does the data suggest this policy will affect disproportionately to other groups?	✓
American Indian or Alaskan Native	
Asian	
Black or African American	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
Non-Hispanic White	
Other (specify):	

How does the data suggest these racial and ethnic groups may be affected?
Example: In 2018, American Indians in South Carolina (SC) will likely be affected by S./H. ###, by experiencing decreased access to education in SC public colleges.

List your sources.

Step 2: Final Check:

Step 2 Tasks	✓
Make intuitive choices about affected groups	
Explain rationale	
Determine research questions	
Conducted research	
Determined data informed affected groups	
Determined likely effects	
Created data source list	

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Step 3: Engaging Stakeholders

Incorporating stakeholder voices is imperative to making sound decisions that achieve equitable outcomes. Use the methods that work best for your team's capacity level (See Pre-Work).

GOAL: Ensure that affected stakeholders are members of your team and inform the assessment and discussion in this process.

Refer to the impacted groups from your findings in the data to inform who you are trying to engage. Use the chart below to track your involvement of these stakeholders.

Qualitative data: descriptive data obtained through observation (focus groups, interviews, surveys and town halls)

Use a minimum of two methods to engage stakeholders, and check all that apply.

Methods of Stakeholder Engagement	✓	How will you involve stakeholders using this method? Briefly describe your plan.	Due Date: XX/XX/XXXX
Host focus groups: small group discussions			
Host key informant interviews: one-on-one formal and investigative conversations			
Make a phone call/ send an email			
Attend/ host meetings in stakeholder communities			
Invite public comment			
Hold a personal meeting with a stakeholder			
Other:			

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Summarize engagement efforts.

Are there additional affected groups that were brought up by stakeholder conversation?	Y/N
American Indian or Alaskan Native	
Asian	
Black or African American	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
Non-Hispanic White	
Other (specify):	

Step 3: Final Check:

Step 3 Tasks	✓
Planned for stakeholder engagement	
Determined who you are engaging	
Gained initial information	
Included additional affected groups, if applicable	

Step 4: Assess Inequitable Impacts

Synthesizing the data and stakeholder input you have collected, use this step to determine the likely effects of your policy on the racial/ethnic groups you earlier identified (See Steps 2 and 3).

GOAL: Identify how your policy improves or harms the lives of constituents to plan for action in subsequent steps.

This table provides a category of impact and examples of that impact. Use the empty boxes to describe potential impacts on affected racial or ethnic groups and include the group they effect. Use data gathered from steps 2 and 3 to inform your responses to the table below.

Impact	Positive Impacts	Negative Impacts
Example: *Educational*	*Incentivizing school performance through competition in an education marketplace: Non-Hispanic White children living in non-rural areas.*	*Less funding for public schools Rural African American and White children. Increased segregation: African American, Hispanic/ Latino, Non-Hispanic White*
Community Supports Safe and quality indoor and outdoor public areas, community-based recreation, support services proximity to communities		
Cultural Regulations presented in language(s) spoke most commonly, honor cultural holidays and rites, to wear traditional clothing without repercussion		
Educational Quality, accessible, affordable early care, public education, advanced training or college		
Employment Available jobs, access to work, transportation		
Economic security Livable wages, affordable basic needs, ability to save money		
Health/ healthcare Accessible and affordable health care		
Housing Affordable, safe, clean living environments		
Public Service Law enforcement, EMS, fire station, code enforcement		
Tax incentives Credits, subsidies, exemptions, and abatements		
Zoning and Planning Voting districts, sidewalks, infrastructure planning		

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Step 4 Tasks	✓
Assessed potential positive/ negative impact(s)	
Identified of impacts	

Step 5: Plan, Prioritize, and Strategize Action

Consider strategies to eliminate or reduce the adverse impacts of your policy on affected racial/ethnic groups, prioritizing those that are most acceptable to stakeholders and allowable within your circumstances.

GOAL: Plan action to reduce inequitable outcomes.

When ranking the priority of the strategy, designate a ranking of '1' as the most pressing and feasible impact for the policy to address. Use information gained from community stakeholders and your research to fill in the boxes below.

Founded Impact	Strategy to Intervene	Resources Needed	Resources Available (Y/N)	Acceptability to Stakeholders (Y/N)	Priority Ranking
Healthcare - not enough school nurses for combined children	Provide funding for additional school nurses	$100,000 for two FTEs	N	Y	4- due to feasibility issues with funding provision
1.					
2.					
3.					
4.					
5.					

If your top-ranked strategies are not acceptable and achievable in the community, how can you improve your policy to become more acceptable/ achievable?

Step 5: Final Check:

Step 5 Tasks	✓
Prioritized impact strategies	
Planned for improvement, if applicable	

Step 6: Finalize Policy

Inequity can only be countered when it is consciously addressed. Make any necessary alterations to your policy proposal to promote greater racial/ethnic equity.

GOAL: Based on your findings from previous steps about the impacts of your current policy and the feasibility of your team's strategies, make recommendations about the level of change necessary to adjust the impact of the policy on racial equity.

Modification Level	✓	**Rationale**
Recommend NO modification		
Recommend MINOR modification		
Recommend SIGNIFICANT modification		
Recommend new policy		

Note: Minor modification indicates proposed change to the original policy proposal that would not affect the assessment of racial/ethnic impact and does not substantially change the initial aim of the proposal.

Plan for policy refinement.

Modification Level Chosen	Next Steps	Resources/Information Needed
Recommend MINOR modification	*Use penny tax to maintain funding toward rural public education to offset differential impact to American Indian and African American children in affected counties.*	• *Voter support* • *Legislative support* • *Community buy-in*

Plan for next steps.

How do you plan to incorporate these steps in the refinement of the policy?

Step 6: Final Check:

Step 6 Tasks	✓
Made policy modification recommendation	
Planned for next steps	
Identified resources/ information needed	

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