

RACIAL EQUITY Audit Assessment Report

The Town of Lincoln
April 2023

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Audit Assessment Report Roadmap

Introduction	Racial Equity Mindset Framework Overview
Executive Summary	Key Findings
Road to Commitment	Strategies for Advancing IDEA
Recommendations and Next Steps	Insights, Ideas, and Overall Observations
Appendix	Detailed Data and Methodology

Introduction

On behalf of the Town of Lincoln, Racial Equity Group (REG) conducted the inaugural Inclusion, Diversity, Equity, and Antiracism Assessment (IDEA) in January 2023 to help the Town establish an IDEA baseline, fully meet its mission and vision, identify more effective approaches for ensuring equal opportunity for all stakeholders, as well as potential training needed to support staff and leadership for advancing IDEA.

IDEA for the Town of Lincoln is defined as “monitoring and reducing racial disparities, equal opportunity to be employed within the Town of Lincoln, equal access to career development, and promotional opportunities, equal opportunity and access to do business with the Town of Lincoln, residents and visitors receive fair and respectful treatment, equal opportunity to work, live and access quality services within the Town of Lincoln.”

The following audit assessment is the foundational first step to advancing IDEA. The assessment measures the most important competencies and actions for producing and sustaining IDEA within the Town of Lincoln.

Racial Equity Continuum Overview

In order to provide a valid measurable benchmark of Racial Equity, Racial Equity Group (REG) has integrated evidenced-based best practices inside public and private sector organizations, leveraging decades of consulting experience to discover 6 observable and measurable competencies that determine an organization's level of commitment to advance Racial Equity. **The 6 competencies include: institutional, leadership, capacity building, data and disparities, belonging and inclusion, knowledge and competence.** The cumulative results of the 6 core competencies are used to measure level of commitment to Racial Equity relative to best practices, and ultimately identify the organization's position on the following Racial Equity Continuum.



Racial Equity Core Competency Definitions

Institutional Commitment: Racial Equity is an organizational priority at an enterprise level with dedicated talent, resources, and accountability structures established to ensure effective execution and success.

Leadership Commitment: Manager, supervisors and leaders at the department/functional level have taken ownership of Racial Equity by establishing goals, setting expectations, leading by example and implementing policies and practices to advance Racial Equity.

Capacity Building: Measure of how well an organization establishes collaborative partnerships with external stakeholders who have a shared purpose to advance Racial Equity.

Data and Disparities: Measure of how well an organization measures (collects), monitors (tracks) and manages (evaluates) data disaggregated by race and ethnicity.

Belonging and Inclusion: Measure of employee's and board/committee member's feelings of being valued, accepted and empowered within an organization.

Knowledge and Competence: Measure of employee's and board/committee member's knowledge, skills and ability to advance Racial Equity.

Measurement

Competencies were assessed based on participants level of agreement using a scale of 1 to 5 where:

- 1 = Strongly Disagree
- 2 = Somewhat Disagree
- 3 = Neither Disagree nor Agree
- 4 = Somewhat Agree
- 5 = Strongly Agree



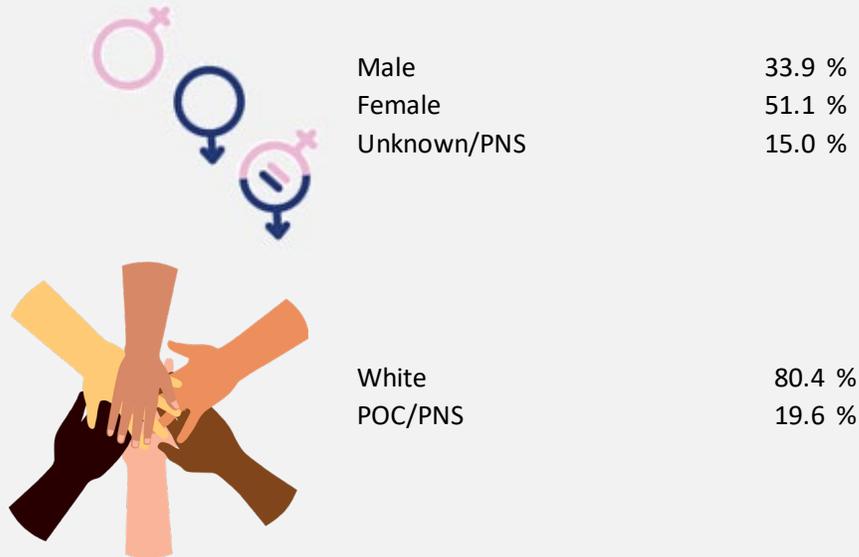
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Respondent Summary

Between January 24th 2023 and February 9th 2023, the Town of Lincoln invited **256 employees and board/committee members** to participate in the IDEA Audit Assessment.

- **Participation rate: 72%** (N = 184) employees and board/committee members who reacted to the e-mail invitation
- **Response rate: 83%** (N = 153) employees and board/committee members who started the assessment
 - 86.9% (N = 133) Valid Responses
 - 13.2% (N = 20) Invalid Response – Dropped off before 50% complete (13); too slow (1); < 3 subscales (3); no variance (3)



Lesbian, gay, bisexual, or queer	1.5 %
Straight (heterosexual)	80.5 %
Unknown/PNS	18.0 %



18 - 24 years old	0.8 %
25 - 34 years old	5.3 %
35 - 44 years old	8.3 %
45 - 54 years old	15.8 %
55 - 64 years old	20.2 %
65 - 74 years old	17.3 %
75+ years old	17.3 %
Unknown/PNS	15.0 %

Note: Demographic characteristic percentages calculated as the number in the group divided by the valid responses (N = 133); For example, 51.1% of the valid response sample was Female. PNS = Prefer Not to Say;

Town of Lincoln Employee & Board/Committee Member Characteristics

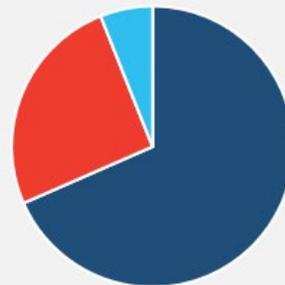
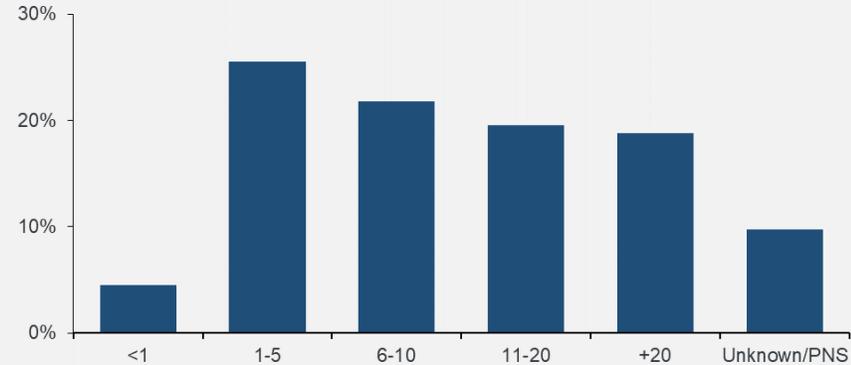
Job Description

Board/Committee Member	53.3 %
Department Head	10.5 %
Supervisory Staff	4.5 %
Staff	21.1 %
Volunteer	0.8 %
Other	3.8 %
Unknown/PNS	6.0 %

Primary Department

Financial	6.8 %
Health	15.8 %
Housing	10.5 %
Programs	23.3 %
Safety & Infrastructure	17.3 %
Town Hall Staff	8.3 %
Other/Unknown/PNS	18.0 %

Years Worked for the Town of Lincoln *



Currently a Manager

No	68.4 %
Yes	25.6 %
Unknown/PNS	6.0 %

Note: Employee and board/committee member characteristics percentages calculated as the number in the group divided by the valid responses (N = 133); For example, 68.4% of the valid response sample were not managers. Unknown/PNS respondents are not included in further analyses comparing Manager/Staff.

*Primary department categories were collapsed into 7 categories from original 41 categories.

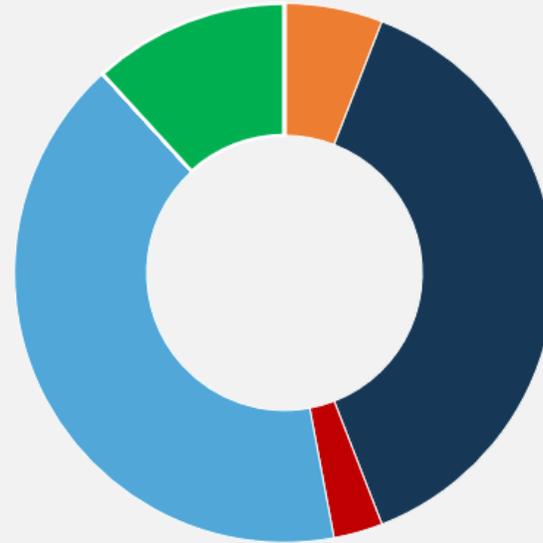
Town of Lincoln Employee & Board/Committee Member Characteristics

	Male		Female		Unknown		Total	
	n	%	n	%	n	%	n	%
POC/PNS	4	0.0%	4	0.0%	18	90.0%	26	19.5%
White	41	91.1%	64	94.1%	2	10.0%	107	80.5%
Total	45	100.0%	68	100.0%	20	100.0%	133	100.0%

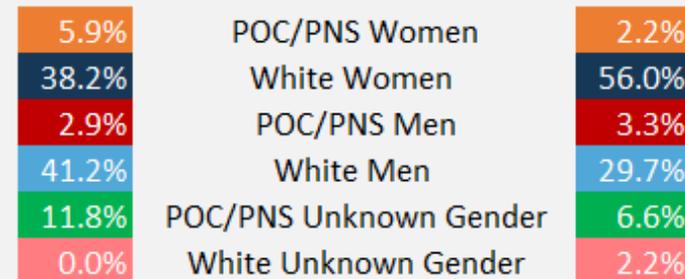
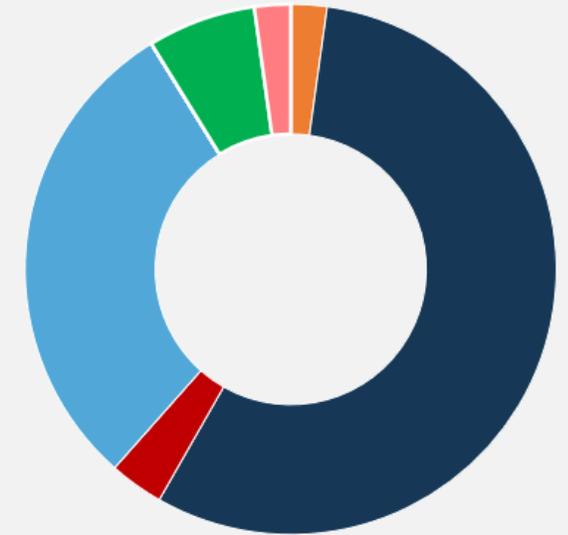
	Male		Female		Unknown		Total	
	n	%	n	%	n	%	n	%
Staff	30	66.7%	53	77.9%	8	40.0%	91	68.4%
Manager	15	33.3%	15	22.1%	4	20.0%	34	25.6%
Unknown	0	0.0%	0	94.1%	8	40.0%	8	6.0%
Total	45	100.0%	68	100.0%	20	100.0%	133	100.0%

	POC/PNS		White		Total	
	n	%	n	%	n	%
Staff	11	42.3%	80	74.8%	91	68.4%
Manager	7	26.9%	27	25.2%	34	25.6%
Unknown	8	30.8%	0	0.0%	8	6.0%
Total	26	100.0%	107	100.0%	133	100.0%

Manager (N=34) by Race & Gender



Staff (N=91) by Race & Gender



What is our Level of Racial Equity Commitment?

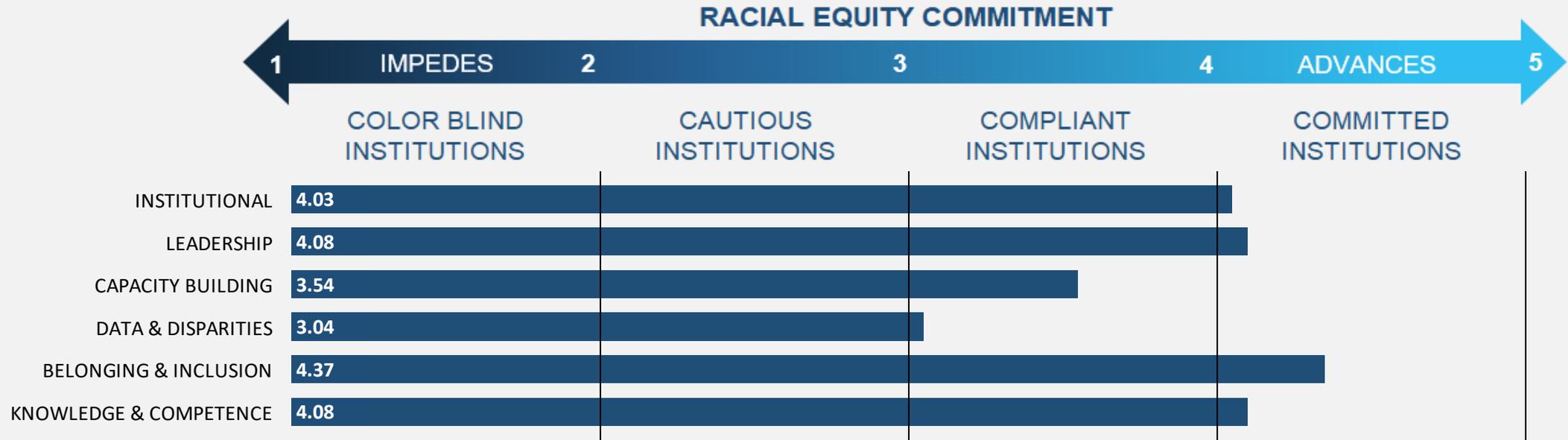
OVERALL COMMITMENT

the Town of Lincoln employees and board/committee members responded to 34 statements measuring the institution’s strength of commitment for making Racial Equity standard operating procedure, as well as additional requested items on inclusion, diversity, equity and antiracism, conversations with personal, social, and professional networks, which were not included in the continuum scoring and used for informative insights only.

The results of the aggregate responses identified the Town of Lincoln on the below Racial Equity continuum as **compliant (see appendix Racial Equity continuum definitions)**.



What are the Aggregate Results on Racial Equity Commitment?



Highest Priority

- Data & Disparities Commitment
- Capacity Building Commitment

Moderate Priority

- Leadership Commitment
- Institutional Commitment
- Knowledge & Competence Commitment

Lowest Priority

- Belonging & Inclusion Commitment

How Strong is Racial Equity Commitment in each Competency?

INSTITUTIONAL COMMITMENT	LEADERSHIP COMMITMENT	CAPACITY BUILDING COMMITMENT	DATA & DISPARITIES COMMITMENT	BELONGING & INCLUSION COMMITMENT	KNOWLEDGE & COMPETENCE COMMITMENT
4.55 The Town of Lincoln has a written public declaration clearly stating our commitment to Inclusion, Diversity, Equity, and Antiracism	4.05 Department heads, managers, and board and committee leaders demonstrate a commitment to advancing Inclusion, Diversity, Equity, and Antiracism	2.54 The Town of Lincoln often meets with communities of color to discuss the impact of our services, decisions, projects, and programs	2.75 My department, board or committee routinely analyzes data on race/ethnicity to measure equitable contracting and procurement	4.71 In my department I am treated like I belong	4.64 I understand why it's important for the Town of Lincoln to focus on Inclusion, Diversity, Equity, and Antiracism
4.57 A functioning Inclusion, Diversity, Equity, and Antiracism Committee exists within Town of Lincoln.	4.54 My immediate supervisor is committed to advancing Inclusion, Diversity, Equity, and Antiracism	3.97 The Town of Lincoln partners with other institutions and/or community organizations to advance Inclusion, Diversity, Equity, and Antiracism	3.13 My department, board or committee evaluates data by race/ethnicity to ensure equitable service delivery to all stakeholders	4.11 I do not need to conform to the dominant cultures or downplay or hide how I am different to be treated like I belong	3.48 I can identify examples of racial biases during interactions with colleagues who are racially and culturally different from me
3.66 The Town of Lincoln has assigned clear accountability to an individual or function dedicated to Inclusion, Diversity, Equity, and Antiracism	4.30 Department heads, managers, and board or committee leaders in my department, encourage staff to participate in Inclusion, Diversity, Equity, and Antiracism educational opportunities	3.73 I am aware of my department's plan to engage community stakeholders and partners to advance Inclusion, Diversity, Equity, and Antiracism	2.86 My department, board or committee routinely uses race/ethnicity data to monitor equitable practices for performance evaluations and promotions	4.47 I feel comfortable expressing my natural/cultural identities at work	4.11 I feel comfortable talking about race and equity within my workplace setting
4.05 Training and development opportunities intended to build skills for implementing Inclusion, Diversity, Equity, and Antiracism are made available to all levels of staff	3.97 Practices exist inside my department, board or committee to ensure decision-making on policies, services, budgets, and programs is done with Inclusion, Diversity, Equity, and Antiracism in mind	3.35 The Town of Lincoln actively seeks representatives from communities of color to serve on boards, committees, and commissions	2.99 During budget and resource allocation planning, my department, board or committee routinely analyzes race/ethnicity data to ensure Inclusion, Diversity, Equity, and Antiracism	4.49 I am able to influence decisions that affect my work, projects, and program service areas	4.24 I understand what racial inequity looks like in daily operations, service delivery, policies, practices, procedures, and programs
3.33 Performance evaluations for managers and senior leadership include clear Inclusion, Diversity, Equity, and Antiracism expectations and goals	4.16 Regardless of race, all employees have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases	3.35 Racially diverse stakeholders are actively solicited to provide input during organizational planning, decision-making on services and project delivery	2.89 My department, board or committee routinely analyzes data on race/ethnicity to measure equitable practices for recruitment and hiring	4.50 I am often invited to voice my opinion in meetings where important decisions are made	3.98 I have a clear understanding of what it means to advance Inclusion, Diversity, Equity, and Antiracism within the Town of Lincoln
3.32 Department heads, boards and committees within the Town of Lincoln have established Inclusion, Diversity, Equity, and Antiracism goals, scorecards and indicators of performance and progress	3.49 Department heads, managers, and board and committee leaders are held accountable for improving Inclusion, Diversity, Equity, and Antiracism			3.93 Mentoring and coaching are available to me	4.03 I understand how my role, tasks and projects are aligned to Inclusion, Diversity, Equity, and Antiracism goals

Low
Commitment
(< 3.00)

Moderate
Commitment
(3.00 - 3.74)

High
Commitment
(≥ 3.75)

Is there Race and Ethnicity Consensus in each Competency?

INSTITUTIONAL COMMITMENT	LEADERSHIP COMMITMENT	CAPACITY BUILDING COMMITMENT	DATA & DISPARITIES COMMITMENT	BELONGING & INCLUSION COMMITMENT	KNOWLEDGE & COMPETENCE COMMITMENT
0.30 The Town of Lincoln has a written public declaration clearly stating our commitment to Inclusion, Diversity, Equity, and Antiracism	0.40 Department heads, managers, and board and committee leaders demonstrate a commitment to advancing Inclusion, Diversity, Equity, and Antiracism	0.64 The Town of Lincoln often meets with communities of color to discuss the impact of our services, decisions, projects, and programs	0.12 My department, board or committee routinely analyzes data on race/ethnicity to measure equitable contracting and procurement	0.05 In my department I am treated like I belong	1.02 I understand why it's important for the Town of Lincoln to focus on Inclusion, Diversity, Equity, and Antiracism
1.32 A functioning Inclusion, Diversity, Equity, and Antiracism Committee exists within Town of Lincoln.	0.07 My immediate supervisor is committed to advancing Inclusion, Diversity, Equity, and Antiracism	0.32 The Town of Lincoln partners with other institutions and/or community organizations to advance Inclusion, Diversity, Equity, and Antiracism	0.05 My department, board or committee evaluates data by race/ethnicity to ensure equitable service delivery to all stakeholders	0.21 I do not need to conform to the dominant cultures or downplay or hide how I am different to be treated like I belong	0.51 I can identify examples of racial biases during interactions with colleagues who are racially and culturally different from me
0.03 The Town of Lincoln has assigned clear accountability to an individual or function dedicated to Inclusion, Diversity, Equity, and Antiracism	0.84 Department heads, managers, and board or committee leaders in my department, encourage staff to participate in Inclusion, Diversity, Equity, and Antiracism educational opportunities	1.84 I am aware of my department's plan to engage community stakeholders and partners to advance Inclusion, Diversity, Equity, and Antiracism	0.06 My department, board or committee routinely uses race/ethnicity data to monitor equitable practices for performance evaluations and promotions	0.28 I feel comfortable expressing my natural/cultural identities at work	0.81 I feel comfortable talking about race and equity within my workplace setting
1.87 Training and development opportunities intended to build skills for implementing Inclusion, Diversity, Equity, and Antiracism are made available to all levels of staff.	0.24 Practices exist inside my department, board or committee to ensure decision-making on policies, services, budgets, and programs is done with Inclusion, Diversity, Equity, and Antiracism in mind	1.06 The Town of Lincoln actively seeks representatives from communities of color to serve on boards, committees, and commissions	0.00 During budget and resource allocation planning, my department, board or committee routinely analyzes race/ethnicity data to ensure Inclusion, Diversity, Equity, and Antiracism	0.11 I am able to influence decisions that affect my work, projects, and program service areas	0.97 I understand what racial inequity looks like in daily operations, service delivery, policies, practices, procedures, and programs
0.97 Performance evaluations for managers and senior leadership include clear Inclusion, Diversity, Equity, and Antiracism expectations and goals	0.24 Regardless of race, all employees have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases	1.23 Racially diverse stakeholders are actively solicited to provide input during organizational planning, decision-making on services and project delivery	0.47 My department, board or committee routinely analyzes data on race/ethnicity to measure equitable practices for recruitment and hiring	0.17 I am often invited to voice my opinion in meetings where important decisions are made	0.28 I have a clear understanding of what it means to advance Inclusion, Diversity, Equity, and Antiracism within the Town of Lincoln
1.63 Department heads, boards and committees within the Town of Lincoln have established Inclusion, Diversity, Equity, and Antiracism goals, scorecards and indicators of performance	0.05 Department heads, managers, and board and committee leaders are held accountable for improving Inclusion, Diversity, Equity, and Antiracism			0.66 Mentoring and coaching are available to me	1.32 I understand how my role, tasks and projects are aligned to Inclusion, Diversity, Equity, and Antiracism goals

Race Scores Different
difference $\geq .500$, $p < .01$

Race Scores Similar
difference $< .500$, $p > .01$

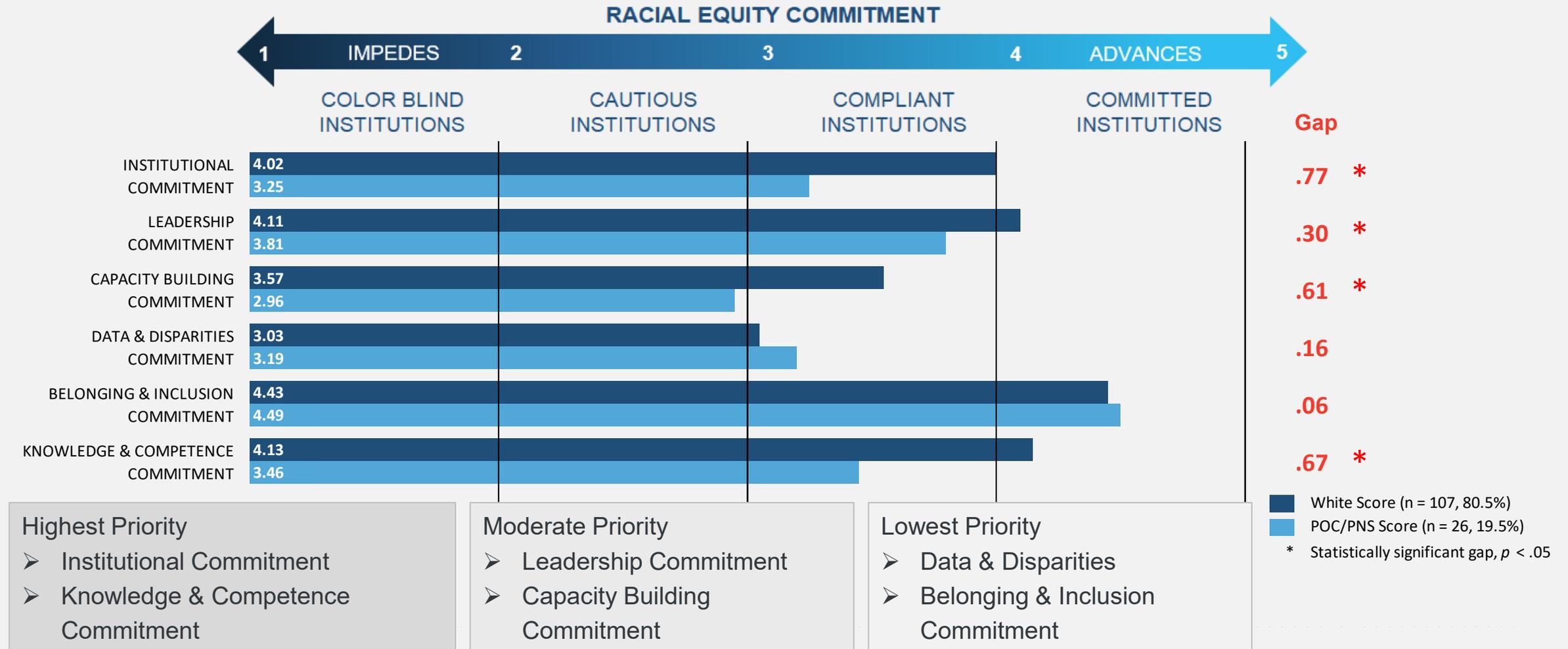
Low Commitment
(< 3.00)

Moderate Commitment
($3.00 - 3.74$)

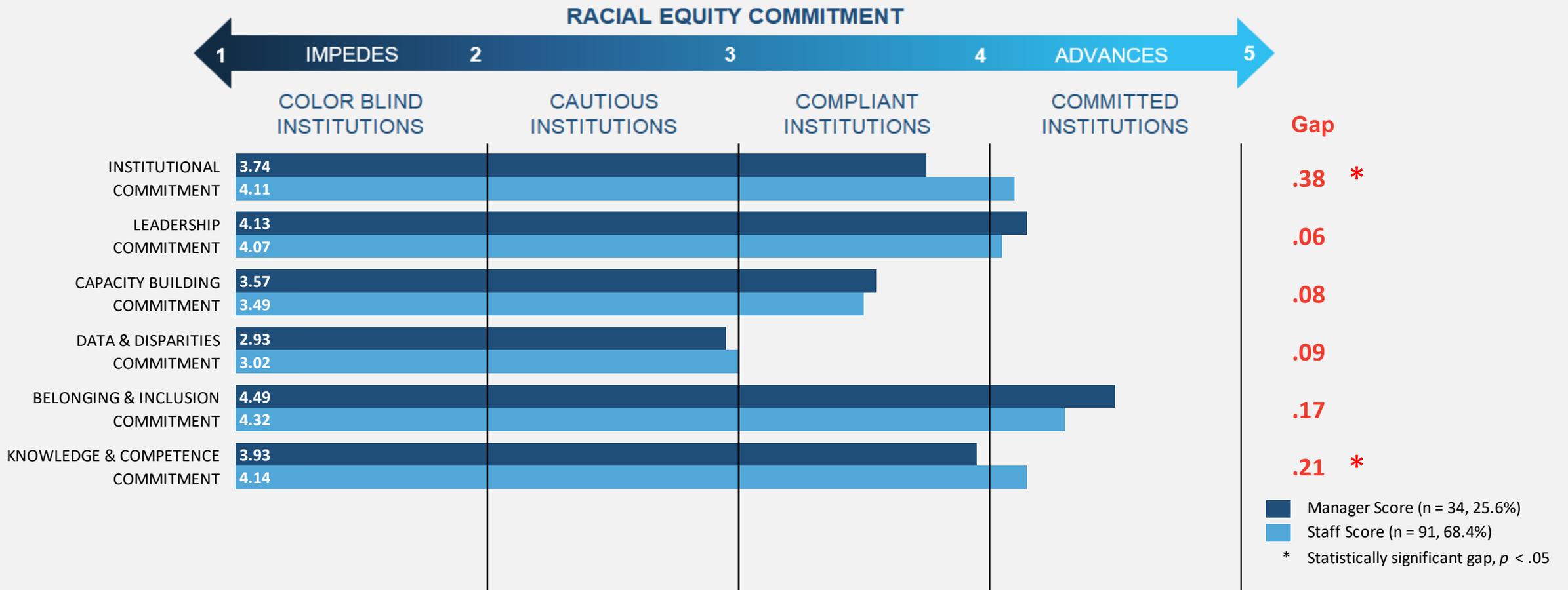
High Commitment
(≥ 3.75)



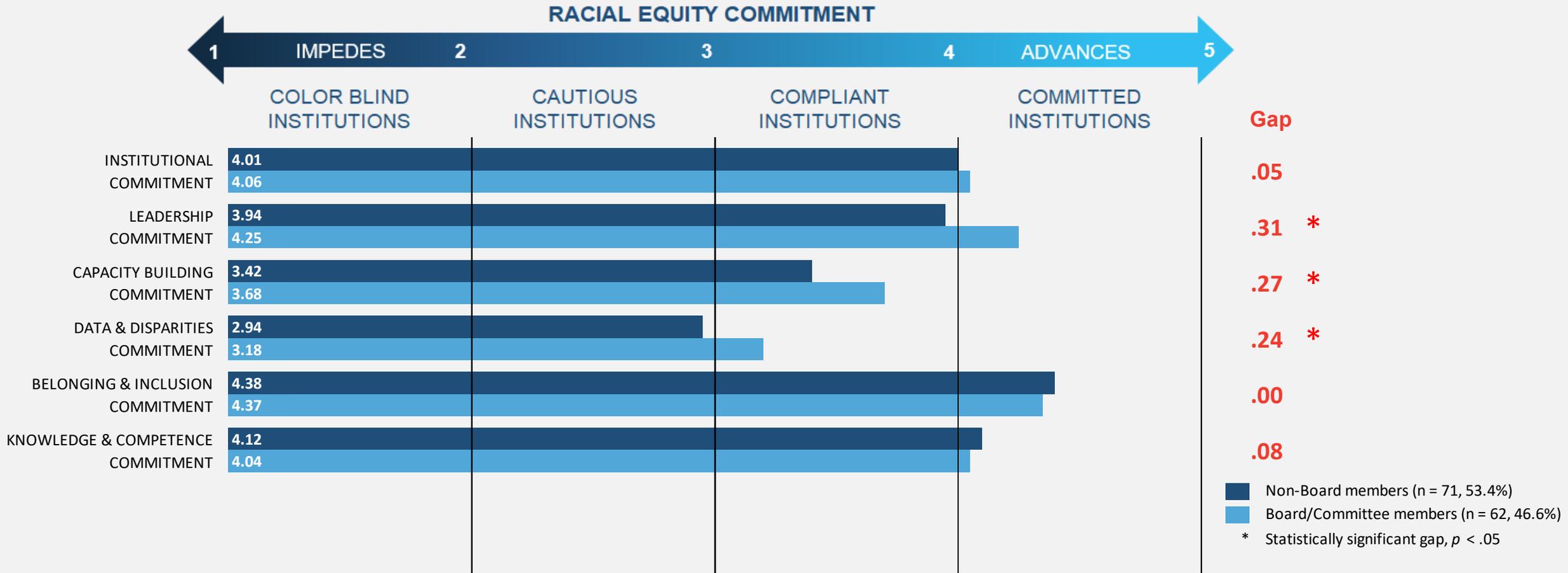
White and People of Color (POC/PNS) Consensus on Racial Equity Commitment



Manager and Staff Consensus on Racial Equity Commitment



Board Members/Committee Member Status Consensus



What is our ACTUAL Level of Racial Equity Commitment?

OVERALL COMMITMENT

Aggregate levels of Racial Equity Commitment can be blind spots for organizations. In order to truly apply a Racial Equity Mindset requires disaggregating data to focus on the racial consensus gap between White employees and board/committee members and employees and board/committee members of color (POC/PNS), which has revealed that the Town of Lincoln has an actual Racial Equity Commitment score of not 3.95, but 3.61. The road to commitment for the Town of Lincoln will require closing the gap between White and POC/PNS scores from .37 (see appendix page 34) to at most, a difference of .20 between the two groups, as well as increasing the overall score to at least 3.75. The current results of the racial consensus still identifies the Town on the below Racial Equity continuum as **compliant (see appendix Racial Equity continuum definitions)**.



To maintain confidentiality and anonymity, average scores for POC and the unknown/PNS group were combined and compared to White group scores. Results were compared to Whites vs POC only to understand how the direction of findings changed by combining the groups. Overall magnitude of gap differences changed, but findings and their direction were generally the same.

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Road to INSTITUTIONAL COMMITMENT

FC: Develop Internal Sustainability

-  Create a functioning Racial Equity Taskforce or Committee
-  Develop shared language/glossary of Racial Equity terminology, establish goals and objectives, communicate progress organization wide
-  Establish an effective executive position accountable for Racial Equity
-  Empower Diversity and Equity Officer with sufficient resources and authority to create transformational change
-  Empower committee to use data and analysis to suggest policy and practice recommendations to senior level decision makers.

FC: Reinforce Management Accountability

-  Align manager and leadership performance to compensation and Racial Equity goals

FC: Prioritize Awareness of Racial Equity

-  Create a formal declaration stating Racial Equity is an organizational priority
-  Communicate why Racial Equity is a priority and what success looks like

FC: Build Capacity and Culture of Racial Equity

-  Provide voluntary training on Racial Equity appropriate for all levels

FC: Develop Data Metrics for Monitoring Racial Equity

-  Develop scorecards and key performance metrics of progress on desired Racial Equity goals
-  Develop and display a dashboard of indicators for internal and external stakeholders

Legend Key

-  Functional Competency (FC) Developed
-  Functional Competency (FC) Started
-  Functional Competency (FC) Not Currently in Practice

Road to LEADERSHIP COMMITMENT

FC: Department Mission and Purpose Alignment

-  Align Racial Equity, diversity and inclusion to each department's purpose and mission
-  Leadership ensures Racial Equity training is available, staff is aware of training opportunities, and supports staff with resources and capacity to attend training

FC: Leadership Expectations

-  Establish clear expectations for managers and supervisors to operationalize Racial Equity

FC: Empower Management to own Racial Equity

-  Engage managers and supervisors in setting Racial Equity goals and evaluating policies and practices

FC: Managing Selection Bias

-  Establish practices to evaluate decision-making in selections for job assignments, promotions, training, compensation

FC: Routine Racial Equity Reporting

-  Establish routine reporting of all Racial Equity activities and progress by managers and supervisors

Legend Key

-  Functional Competency (FC) Developed
-  Functional Competency (FC) Started
-  Functional Competency (FC) Not Currently in Practice



Road to CAPACITY BUILDING COMMITMENT

FC: Stakeholder Alignment

-  Effectively engage stakeholders by communicating shared purpose.

FC: Stakeholder Awareness

-  Identify key external community stakeholders
-  Adopt a set of values and principles to guide stakeholder engagement

FC: Stakeholder Strategy

-  Develop a stakeholder engagement plan by department that guides decisions, actions and ensures internal and external stakeholders are aware of activities and progress.

FC: Stakeholder Involvement

-  Enlist underserved and underrepresented stakeholders for committees, boards and taskforces

FC: Stakeholder Empowerment

-  Solicit feedback from stakeholders prior to organizational planning decisions that impact stakeholders

Legend Key

-  Functional Competency (FC) Developed
-  Functional Competency (FC) Started
-  Functional Competency (FC) Not Currently in Practice



Road to DATA AND DISPARITIES COMMITMENT

FC: Data Awareness and Analysis

 Use data to identify racial disparities in employment, service delivery, and procurement

FC: Data Collection Strategy

 Develop a process for collecting data disaggregated by race/ethnicity across the organization

FC: Data Benchmarking

 Establish baseline measures of data disaggregated by race/ethnicity in employment, service delivery, and procurement.

FC: Data Driven Decisions

 Use disaggregated data by race/ethnicity to inform decisions and evaluating policies and practices

FC: Data Transparency

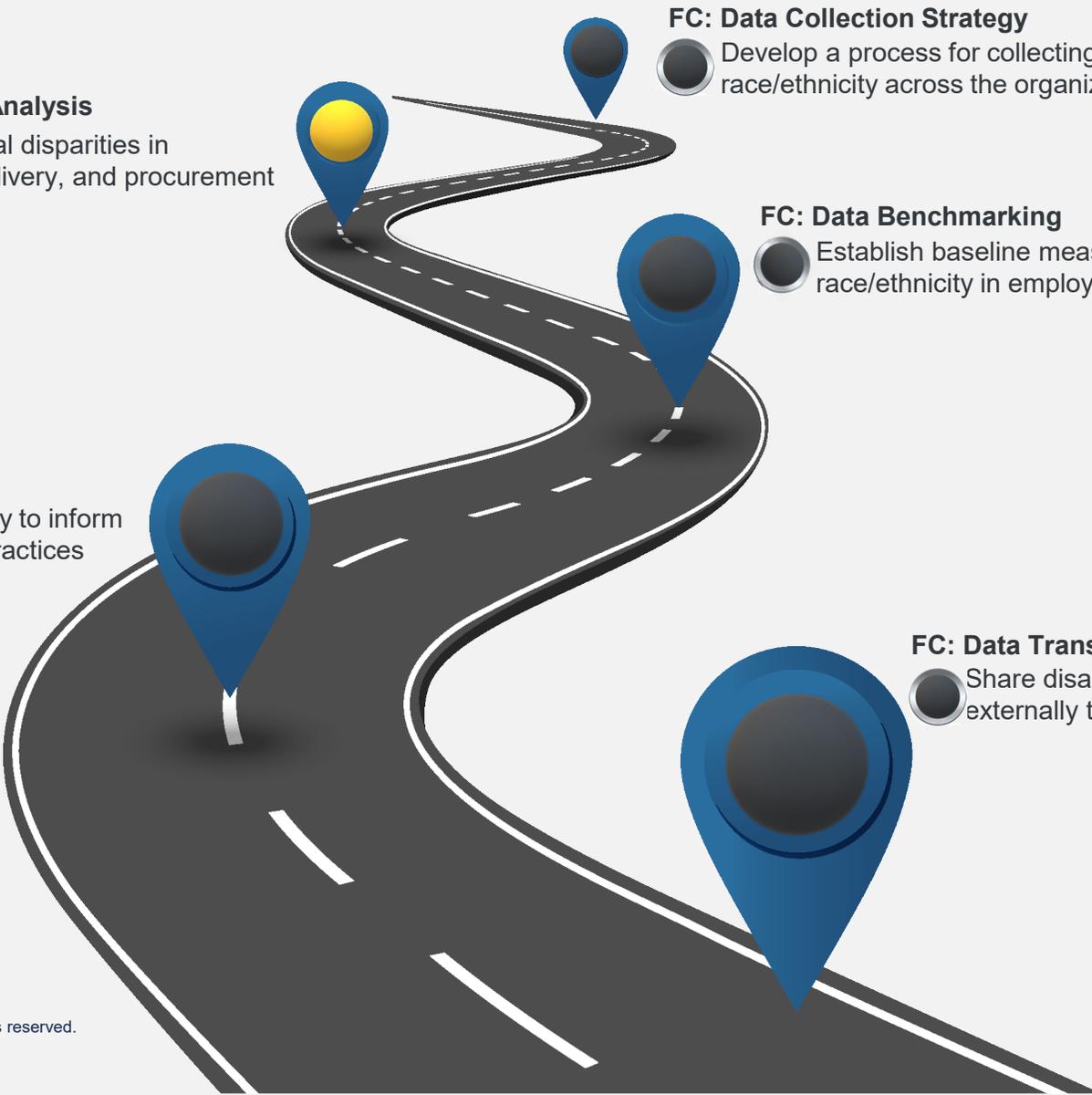
 Share disaggregated data results internally and externally to display transparency and accountability

Legend Key

 Functional Competency (FC) Developed

 Functional Competency (FC) Started

 Functional Competency (FC) Not Currently in Practice



Road to BELONGING AND INCLUSION COMMITMENT

FC: Cultivate Psychological Safety

-  Cultivate environment where different opinions from different people can be expressed without fear of consequences
-  Design project teams and important meetings with racially diverse team members

FC: Monitor Employee Perceptions

Obtain data disaggregated by race/ethnicity on employee's feelings of being valued and accepted

FC: Invite Expertise to Shape Decisions

Value staff's expertise related to their work, tasks and projects

FC: Embrace Diverse Ideas

 Solicit input that includes racially diverse team members on important decisions

FC: Diversify the Bench

 Establish a formal mentoring program with racially diverse roles

Legend Key

-  Functional Competency (FC) Developed
-  Functional Competency (FC) Started
-  Functional Competency (FC) Not Currently in Practice



Road to KNOWLEDGE AND COMPETENCE COMMITMENT

FC: Racial Equity Training Assessment
 Assess employee's knowledge, skills and capacity to advance Racial Equity

FC: Organizational Mission Alignment
 Effectively communicate organization's purpose and progress on Racial Equity

FC: Data Driven & Voluntary Training Curriculum
 Develop a targeted Racial Equity training curriculum based on training needs assessment
 Align training course objectives to department functions, purpose and values

FC: Reinforcing Racial Equity Mindset
 Communicate examples of success and missed opportunities to advance Racial Equity

FC: Closing Competency Gaps
 Apply various levels of Kirkpatrick's model to measure and close staff competency gaps

Legend Key

-  Functional Competency (FC) Developed
-  Functional Competency (FC) In Progress
-  Functional Competency (FC) Not Currently in Practice



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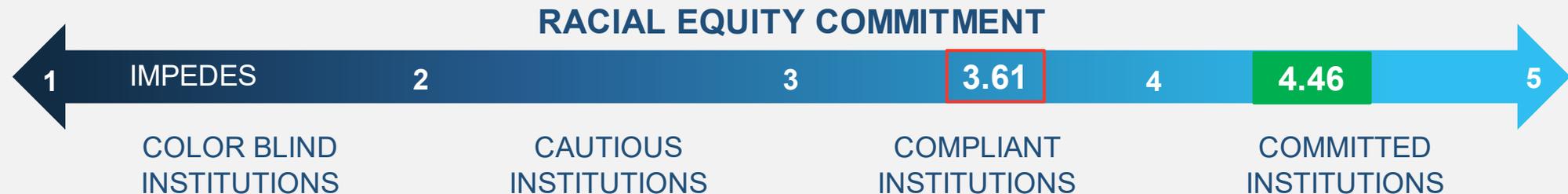
Pathway to Becoming a Town Committed to IDEA

ADVANCE OVERALL COMMITMENT*

- Identify key external community stakeholders (Capacity Building)
- Adopt a set of values and principles to guide stakeholder engagement (Capacity Building)
- Develop a process for collecting data disaggregated by race/ethnicity across the organization (Data and Disparities)
- Establish baseline measures of data disaggregated by race/ethnicity in employment, service delivery, and procurement. (Data and Disparities)
- Share disaggregated data results for stakeholder selection, access, treatment, quality and outcomes internally and externally to display transparency and accountability (Data and Disparities)

ACHIEVE RACE CONSENSUS*

- Provide voluntary training on Racial Equity appropriate for all levels (Institutional)
- Develop a stakeholder engagement plan by department that guides decisions, actions and ensures internal and external stakeholders are aware of activities and progress (Capacity Building)
- Develop scorecards and key performance metrics of progress on desired Racial Equity goals (Institutional)
- Develop and display a dashboard of indicators for internal and external stakeholders (Institutional)
- Create a functioning Racial Equity Taskforce or Committee. (Institutional)



*Functional competencies identified with the lowest aggregate commitment scores and largest race discrepancies scores. Red value (3.61) is the current commitment score and green value (4.46) is a target commitment score that may be achieved if significant improvement are made to develop the above functional competencies.

Recommendations and Next Steps

The key question now is what's next and where should the Town begin to focus its efforts, now that a baseline on commitment to Racial Equity has been established. Based on best practices, we recommend each senior level leader and department director read and digest the report, and begin discussing their understanding and interpretations of the results to ensure everyone is in alignment and can begin considering strategic approaches. The Town has committed additional resources to train and equip leadership to understand why racial inequities exist, develop a shared language around inclusion, diversity, equity and anti-racism (IDEA) concepts, and apply tools for operationalizing Racial Equity based on results of the audit assessment. In the next few months, REG will begin providing training with the Town's leadership staff and board/committee members. REG will also conduct a gap and barrier analysis review of the Town's policies and practices to benchmark against evidenced-based best practices for advancing IDEA.

The results of the audit assessment revealed the Town's strongest Racial Equity competency is belonging and inclusion, which indicates employees feel valued, accepted and like they belong while working within Town government. The Town can leverage this strength as it begins to prioritize development in the remaining five core competencies; with an immediate focus on *institutional commitment, data disparities, and capacity building*.

Finally, in order to gauge where and how the Town is advancing IDEA, metrics, scorecards and performance indicators must be established for tracking progress toward desired goals. It is imperative to success that the Town begin to measure, monitor and manage Racial Equity in all of its operations and departments similar to other strategic business priorities. The culmination of these actions ensures Racial Equity becomes embedded within the culture of the Town where every stakeholder has equitable opportunity.

Audit Assessment Report Roadmap

Introduction	Racial Equity Mindset Framework Overview
Executive Summary	Key Findings
Road to Commitment	Strategies for Advancing IDEA
Recommendations and Next Steps	Insights, Ideas and Overall Observations
Appendix	Detailed Data and Methodology

Informative Insights on Race Relations

The Town of Lincoln requested additional items on Racial Equity regarding social and professional networks. Eight individuals did not respond to these items. The questions asked to participants;

- **I engage with my social network (immediate family members, extended family members, friends) regularly on issues of race relations and racial equality.**
- **I engage with my professional network or colleagues regularly on issues of race relations and racial equality.**

Town of Lincoln	Full Sample (N = 125)	White (n = 107)	POC/PNS (n = 18)
Network Racial Equity Communication			
Social Network	3.76 (1.21)	3.71 * (1.23)	4.58 * (0.87)
Professional Network	3.50 (1.24)	3.54 * (1.23)	2.85 * (1.48)

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$;
Gap = Absolute Value of White Minus POC/PNS

Barriers to Sense of Belonging: White and People of Color (POC/PNS) Consensus

The Town of Lincoln requested additional items on Racial Equity regarding perceived barriers to one's sense of belonging in Lincoln. The following 8 items were identified as potential barriers. Scores range from 1 to 5 with higher scores indicative of higher perceived barriers. Results are presented for the full sample as well as POC/PNS status. Six individuals did not respond to any of these items.

Town of Lincoln	Full Sample (N = 127)	White (n = 107)	POC/PNS (n = 20)
Gender	2.11 (1.26)	2.11 (1.25)	3.36 * (1.56)
Race	3.13 (1.39)	3.14 (1.37)	3.81 * (1.33)
Age	2.39 (1.32)	2.39 (1.27)	2.45 (1.53)
Class	3.49 (1.45)	3.44 (1.44)	4.40 * (1.21)
Education	3.39 (1.36)	3.39 (1.34)	4.24 * (1.30)
Disability	2.69 (1.29)	3.17 (1.27)	2.64 * (1.48)
Housing	3.17 (1.42)	2.33 (1.38)	3.07 * (1.85)
Religion	2.36 (1.20)	2.33 (1.18)	2.26 (1.19)

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$;

Gap = Absolute Value of White Minus POC/PNS

White and People of Color (POC/PNS) Consensus

Town of Lincoln	Full Sample (N = 133)		White (n = 107)		POC/PNS (n = 26)		Gap
OVERALL RACIAL EQUITY COMMITMENT	3.95	(0.70)	3.98	(0.67)	3.61	(0.70)	0.37 *
INSTITUTIONAL	4.03	(0.89)	4.02	(0.90)	3.25	(1.09)	0.77 *
LEADERSHIP	4.08	(0.87)	4.11	(0.84)	3.81	(1.00)	0.30 *
CAPACITY BUILDING	3.54	(1.13)	3.57	(1.10)	2.96	(1.02)	0.61 *
DATA & DISPARITIES	3.04	(1.24)	3.03	(1.23)	3.19	(1.32)	0.16
BELONGING & INCLUSION	4.37	(0.81)	4.43	(0.72)	4.49	(0.88)	0.06
KNOWLEDGE & COMPETENCE	4.08	(0.66)	4.13	(0.60)	3.46	(0.85)	0.67 *

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC/PNS

White and People of Color (POC/PNS) Consensus

Town of Lincoln	Full Sample (N = 133)		White (n = 107)		POC/PNS (n = 26)		Gap
INSTITUTIONAL COMMITMENT							
The Town of Lincoln has a written public declaration clearly stating our commitment to Inclusion, Diversity, Equity, and Antiracism	4.55	(0.89)	4.52	(0.96)	4.82	(0.45)	0.30 *
A functioning Inclusion, Diversity, Equity, and Antiracism Committee exists within Town of Lincoln.	4.57	(0.85)	4.60	(0.82)	3.28	(1.59)	1.32 *
The Town of Lincoln has assigned clear accountability to an individual or function dedicated to Inclusion, Diversity, Equity, and Antiracism	3.66	(1.35)	3.64	(1.39)	3.61	(1.40)	0.03
Training and development opportunities intended to build skills for implementing Inclusion, Diversity, Equity, and Antiracism are made available to all levels of staff	4.05	(1.20)	4.16	(1.06)	2.29	(1.73)	1.87 *
Performance evaluations for managers and senior leadership include clear Inclusion, Diversity, Equity, and Antiracism expectations and goals	3.33	(1.29)	3.26	(1.29)	2.29	(1.36)	0.98 *
Department heads, boards and committees within the Town of Lincoln have established Inclusion, Diversity, Equity, and Antiracism goals, scorecards and indicators of performance and progress	3.32	(1.41)	3.37	(1.41)	1.74	(1.29)	1.63 *
LEADERSHIP COMMITMENT							
Department heads, managers, and board and committee leaders demonstrate a commitment to advancing Inclusion, Diversity, Equity, and Antiracism	4.05	(1.01)	4.09	(0.95)	3.69	(1.38)	0.40 *
My immediate supervisor is committed to advancing Inclusion, Diversity, Equity, and Antiracism	4.54	(0.86)	4.60	(0.79)	4.67	(0.83)	0.07
Department heads, managers, and board or committee leaders in my department, encourage staff to participate in Inclusion, Diversity, Equity, and Antiracism educational opportunities	4.30	(0.97)	4.35	(0.92)	3.51	(1.20)	0.84 *
Practices exist inside my department, board or committee to ensure decision-making on policies, services, budgets, and programs is done with Inclusion, Diversity, Equity, and Antiracism in mind	3.97	(1.18)	3.97	(1.19)	3.73	(1.37)	0.24 *
Regardless of race, all employees have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases	4.16	(1.01)	4.22	(1.02)	3.98	(0.68)	0.24 *
Department heads, managers, and board and committee leaders are held accountable for improving Inclusion, Diversity, Equity, and Antiracism	3.49	(1.34)	3.40	(1.30)	3.35	(1.87)	0.05

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC/PNS

White and People of Color (POC/PNS) Consensus

Town of Lincoln	Full Sample (N = 133)		White (n = 107)		POC/PNS (n = 26)		Gap
CAPACITY BUILDING COMMITMENT							
The Town of Lincoln often meets with communities of color to discuss the impact of our services, decisions, projects, and programs	2.54	(1.30)	2.55	(1.27)	3.19	(1.57)	0.64 *
The Town of Lincoln partners with other institutions and/or community organizations to advance Inclusion, Diversity, Equity, and Antiracism	3.97	(1.12)	3.96	(1.12)	4.28	(0.89)	0.32 *
I am aware of my department's plan to engage community stakeholders and partners to advance Inclusion, Diversity, Equity, and Antiracism	3.73	(1.36)	3.86	(1.32)	2.02	(1.46)	1.84 *
The Town of Lincoln actively seeks representatives from communities of color to serve on boards, committees, and commissions	3.35	(1.36)	3.42	(1.34)	2.36	(0.99)	1.06 *
Racially diverse stakeholders are actively solicited to provide input during organizational planning, decision-making on services and project delivery	3.35	(1.45)	3.37	(1.42)	2.14	(1.35)	1.23 *
DATA & DISPARITIES COMMITMENT							
My department, board or committee routinely analyzes data on race/ethnicity to measure equitable contracting and procurement	2.75	(1.28)	2.77	(1.27)	2.89	(1.16)	0.12
My department, board or committee evaluates data by race/ethnicity to ensure equitable service delivery to all stakeholders	3.13	(1.45)	3.19	(1.47)	3.24	(1.48)	0.05
My department, board or committee routinely uses race/ethnicity data to monitor equitable practices for performance evaluations and promotions	2.86	(1.22)	2.91	(1.24)	2.85	(1.06)	0.06
During budget and resource allocation planning, my department, board or committee routinely analyzes race/ethnicity data to ensure Inclusion, Diversity, Equity, and Antiracism	2.99	(1.45)	2.94	(1.46)	3.39	(1.48)	0.45 *
My department, board or committee routinely analyzes data on race/ethnicity to measure equitable practices for recruitment and hiring	2.89	(1.38)	2.86	(1.38)	3.33	(1.49)	0.48 *

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC/PNS

White and People of Color (POC/PNS) Consensus

Town of Lincoln	Full Sample (N = 133)		White (n = 107)		POC/PNS (n = 26)		Gap
BELONGING & INCLUSION COMMITMENT							
In my department I am treated like I belong	4.71	(0.75)	4.77	(0.66)	4.72	(0.80)	0.05
I do not need to conform to the dominant cultures or downplay or hide how I am different to be treated like I belong	4.11	(1.20)	4.18	(1.15)	4.39	(1.15)	0.21 *
I feel comfortable expressing my natural/cultural identities at work	4.47	(0.93)	4.56	(0.81)	4.28	(0.99)	0.28 *
I am able to influence decisions that affect my work, projects, and program service areas	4.49	(0.87)	4.60	(0.77)	4.49	(0.95)	0.11
I am often invited to voice my opinion in meetings where important decisions are made	4.50	(1.02)	4.63	(0.86)	4.46	(1.15)	0.17
Mentoring and coaching are available to me	3.93	(1.16)	3.89	(1.12)	4.55	(1.02)	0.66 *
KNOWLEDGE & COMPETENCE COMMITMENT							
I understand why it's important for the Town of Lincoln to focus on Inclusion, Diversity, Equity, and Antiracism	4.64	(0.83)	4.69	(0.72)	3.67	(1.84)	1.02 *
I can identify examples of racial biases during interactions with colleagues who are racially and culturally different from me	3.48	(1.38)	3.49	(1.36)	4.00	(1.22)	0.51 *
I feel comfortable talking about race and equity within my workplace setting	4.11	(1.11)	4.17	(1.00)	3.36	(1.83)	0.81 *
I understand what racial inequity looks like in daily operations, service delivery, policies, practices, procedures, and programs	4.24	(0.82)	4.25	(0.78)	3.28	(1.59)	0.97 *
I have a clear understanding of what it means to advance Inclusion, Diversity, Equity, and Antiracism within the Town of Lincoln	3.98	(1.07)	3.98	(1.06)	3.70	(1.38)	0.28 *
I understand how my role, tasks and projects are aligned to Inclusion, Diversity, Equity, and Antiracism goals	4.03	(1.02)	4.10	(0.95)	2.78	(1.22)	1.32 *

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC/PNS

Manager and Staff Consensus

Town of Lincoln	Full Sample (N = 133)		Manager (n = 34)		Staff (n = 91)		Gap
OVERALL RACIAL EQUITY COMMITMENT	3.95	(0.70)	3.86	(0.57)	3.97	(0.76)	0.11
INSTITUTIONAL	4.03	(0.89)	3.74	(0.94)	4.11	(0.88)	0.38 *
LEADERSHIP	4.08	(0.87)	4.13	(0.79)	4.07	(0.92)	0.06
CAPACITY BUILDING	3.54	(1.13)	3.57	(0.88)	3.49	(1.24)	0.08
DATA & DISPARITIES	3.04	(1.24)	2.93	(1.35)	3.02	(1.22)	0.09
BELONGING & INCLUSION	4.37	(0.81)	4.49	(0.55)	4.32	(0.89)	0.17
KNOWLEDGE & COMPETENCE	4.08	(0.66)	3.93	(0.70)	4.14	(0.65)	0.21 *

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of Manager Minus Staff
The full sample includes 8 individuals who did not indicate manager/staff status.

Manager and Staff Consensus

Town of Lincoln	Full Sample (N = 133)		Manager (n = 34)		Staff (n = 91)		Gap
INSTITUTIONAL COMMITMENT							
The Town of Lincoln has a written public declaration clearly stating our commitment to Inclusion, Diversity, Equity, and Antiracism	4.55	(0.89)	4.52	(0.95)	4.56	(0.90)	0.04
A functioning Inclusion, Diversity, Equity, and Antiracism Committee exists within Town of Lincoln.	4.57	(0.85)	4.32	(1.12)	4.68	(0.70)	0.36 *
The Town of Lincoln has assigned clear accountability to an individual or function dedicated to Inclusion, Diversity, Equity, and Antiracism	3.66	(1.35)	3.57	(1.32)	3.66	(1.41)	0.09
Training and development opportunities intended to build skills for implementing Inclusion, Diversity, Equity, and Antiracism are made available to all levels of staff	4.05	(1.20)	3.86	(1.15)	4.12	(1.26)	0.26 *
Performance evaluations for managers and senior leadership include clear Inclusion, Diversity, Equity, and Antiracism expectations and goals	3.33	(1.29)	2.85	(1.22)	3.58	(1.27)	0.74 *
Department heads, boards and committees within the Town of Lincoln have established Inclusion, Diversity, Equity, and Antiracism goals, scorecards and indicators of performance and progress	3.32	(1.41)	2.67	(1.34)	3.52	(1.40)	0.85 *
LEADERSHIP COMMITMENT							
Department heads, managers, and board and committee leaders demonstrate a commitment to advancing Inclusion, Diversity, Equity, and Antiracism	4.05	(1.01)	3.88	(1.02)	4.13	(1.03)	0.25 *
My immediate supervisor is committed to advancing Inclusion, Diversity, Equity, and Antiracism	4.54	(0.86)	4.69	(0.74)	4.50	(0.91)	0.19
Department heads, managers, and board or committee leaders in my department, encourage staff to participate in Inclusion, Diversity, Equity, and Antiracism educational opportunities	4.30	(0.97)	4.44	(0.89)	4.25	(1.01)	0.19
Practices exist inside my department, board or committee to ensure decision-making on policies, services, budgets, and programs is done with Inclusion, Diversity, Equity, and Antiracism in mind	3.97	(1.18)	4.03	(1.18)	3.94	(1.22)	0.09
Regardless of race, all employees have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases	4.16	(1.01)	4.21	(0.98)	4.17	(1.04)	0.04
Department heads, managers, and board and committee leaders are held accountable for improving Inclusion, Diversity, Equity, and Antiracism	3.49	(1.34)	3.42	(1.33)	3.47	(1.38)	0.05

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of Manager Minus Staff

The full sample includes 8 individuals who did not indicate manager/staff status.

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Manager and Staff Consensus

Town of Lincoln	Full Sample (N = 133)		Manager (n = 34)		Staff (n = 91)		Gap
CAPACITY BUILDING COMMITMENT							
The Town of Lincoln often meets with communities of color to discuss the impact of our services, decisions, projects, and programs	2.54	(1.30)	2.81	(1.12)	2.34	(1.39)	0.47 *
The Town of Lincoln partners with other institutions and/or community organizations to advance Inclusion, Diversity, Equity, and Antiracism	3.97	(1.12)	4.23	(0.82)	3.82	(1.26)	0.41 *
I am aware of my department's plan to engage community stakeholders and partners to advance Inclusion, Diversity, Equity, and Antiracism	3.73	(1.36)	3.72	(1.39)	3.71	(1.42)	0.01
The Town of Lincoln actively seeks representatives from communities of color to serve on boards, committees, and commissions	3.35	(1.36)	3.21	(1.32)	3.36	(1.42)	0.15
Racially diverse stakeholders are actively solicited to provide input during organizational planning, decision-making on services and project delivery	3.35	(1.45)	3.31	(1.29)	3.35	(1.55)	0.04
DATA & DISPARITIES COMMITMENT							
My department, board or committee routinely analyzes data on race/ethnicity to measure equitable contracting and procurement	2.75	(1.28)	2.46	(1.41)	2.82	(1.20)	0.36 *
My department, board or committee evaluates data by race/ethnicity to ensure equitable service delivery to all stakeholders	3.13	(1.45)	3.11	(1.55)	3.11	(1.46)	0.00
My department, board or committee routinely uses race/ethnicity data to monitor equitable practices for performance evaluations and promotions	2.86	(1.22)	2.78	(1.31)	2.88	(1.23)	0.10
During budget and resource allocation planning, my department, board or committee routinely analyzes race/ethnicity data to ensure Inclusion, Diversity, Equity, and Antiracism	2.99	(1.45)	2.81	(1.52)	3.00	(1.43)	0.19
My department, board or committee routinely analyzes data on race/ethnicity to measure equitable practices for recruitment and hiring	2.89	(1.38)	2.85	(1.49)	2.85	(1.36)	0.01

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of Manager Minus Staff

The full sample includes 8 individuals who did not indicate manager/staff status.

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Manager and Staff Consensus

Town of Lincoln	Full Sample (N = 133)		Manager (n = 34)		Staff (n = 91)		Gap
BELONGING & INCLUSION COMMITMENT							
In my department I am treated like I belong	2.89	(1.38)	2.85	(1.49)	2.85	(1.36)	0.01
I do not need to conform to the dominant cultures or downplay or hide how I am different to be treated like I belong	4.71	(0.75)	4.76	(0.70)	4.70	(0.78)	0.06
I feel comfortable expressing my natural/cultural identities at work	4.11	(1.19)	3.94	(1.19)	4.18	(1.22)	0.24 *
I am able to influence decisions that affect my work, projects, and program service areas	4.47	(0.93)	4.47	(0.79)	4.47	(0.99)	0.00
I am often invited to voice my opinion in meetings where important decisions are made	4.49	(0.87)	4.74	(0.45)	4.40	(0.99)	0.33 *
Mentoring and coaching are available to me	4.50	(1.02)	4.65	(0.81)	4.45	(1.10)	0.20
KNOWLEDGE & COMPETENCE COMMITMENT							
I understand why it's important for the Town of Lincoln to focus on Inclusion, Diversity, Equity, and Antiracism	3.93	(1.16)	4.30	(0.95)	3.74	(1.20)	0.56 *
I can identify examples of racial biases during interactions with colleagues who are racially and culturally different from me	4.64	(0.83)	4.56	(0.89)	4.66	(0.82)	0.10
I feel comfortable talking about race and equity within my workplace setting	3.48	(1.38)	3.50	(1.33)	3.50	(1.40)	0.00
I understand what racial inequity looks like in daily operations, service delivery, policies, practices, procedures, and programs	4.11	(1.11)	4.18	(1.13)	4.07	(1.11)	0.11
I have a clear understanding of what it means to advance Inclusion, Diversity, Equity, and Antiracism within the Town of Lincoln	4.24	(0.82)	3.76	(1.05)	4.42	(0.63)	0.66 *
I understand how my role, tasks and projects are aligned to Inclusion, Diversity, Equity, and Antiracism goals	3.98	(1.07)	3.79	(1.09)	4.02	(1.06)	0.23 *

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of Manager Minus Staff
The full sample includes 8 individuals who did not indicate manager/staff status.

Racial Equity Continuum Definitions



Committed:

- Routinely monitors, evaluates, and disaggregates data by race/ethnicity in employment, service delivery and operations, contracting and procurement, and the overall work environment
- Proactively equips leadership and staff with training to make Racial Equity standard operating procedure
- Has integrated Racial Equity into organizational strategic priorities with specific action plans
- Publicly shares data on Racial Equity goals and progress with internal and external stakeholders
- Has established a Chief Diversity Officer or taskforce to monitor Racial Equity, diversity and inclusion
- Leadership performance is tied to Racial Equity goals and measured by key performance indicators
- Offers a variety of voluntary targeted Racial Equity training to all employees aligned to core values and job performance

Compliant:

- Does not monitor, evaluate, or disaggregate data by race/ethnicity in employment, service delivery and operations, contracting and procurement, and the overall work environment
- Conducts Racial Equity training and activities in response to discriminatory events, legal compliance or emerging risk
- Racial Equity, diversity and inclusion has limited organizational influence and is not a top priority
- Has established a Chief Diversity Officer or taskforce to monitor Racial Equity, diversity and inclusion
- Issues public statements or resolutions committing to Racial Equity, diversity and inclusion in principle

Cautious:

- Does not track, monitor, evaluate, or disaggregate data by race/ethnicity in employment, service delivery, contracting and procurement, and the overall work environment
- Desires Racial Equity in principle, but has not established formal plans to operationalize it in practice
- Has limited exposure and awareness of the importance of Racial Equity, diversity and inclusion
- Has not established accountability structures for advancing Racial Equity, diversity, and inclusion
- Has not declared Racial Equity an organizational priority with dedicated talent and resources
- Offers limited and broad/general training on diversity, equity, and inclusion

Color Blind:

- Does not track, monitor, evaluate, or disaggregate data by race/ethnicity in employment, service delivery, contracting and procurement, and the overall work environment
- Has not reviewed organizational policies and practices that may produce and sustain racial disparities
- Has not established accountability structures for advancing Racial Equity, diversity, and inclusion
- Has not declared Racial Equity an organizational priority with dedicated talent and resources
- Does not offer training to equip employees and board/committee members with knowledge and skills related to Racial Equity

Racial Equity Commitment (REC) Assessment Scoring & Weighting

Within the 6 core competencies there are 34 functional competency scores averaged to create an overall score for each competency. A Jenks analysis was conducted to determine low, moderate, high commitment scores. A score is created for each of the 6 core competencies for each respondent as the average of the functional competencies within each core competency. Aggregated report scores are the average of the core competency scores or functional competency scores for all valid respondents (or sub-group, such as white/POC/PNS or manager/supervisor)



Functional Competency Developed: requires a racial consensus score ranging from 3.75 to 5.00 equating to **high commitment** (if both Whites and POC/PNS scored similarly and there is < .500 difference between the groups, the functional competency is considered developed, which occurs when a competency is present and effective)



Functional Competency Started: requires a racial consensus score ranging from 3.00 to 3.74 equating to **moderate commitment** (if both Whites and POC/PNS scored similarly and there is < .500 difference between the groups, the functional competency is considered in development, which occurs when a competency is slightly present and somewhat effective)



Functional Competency Not in Practice: requires a racial consensus score ranging from 1.00 – 3.00 equating to **low commitment** (if both Whites and POC/PNS scored similarly and there is < .500 difference between the groups, the functional competency is considered undeveloped, which occurs when a competency may be present, but not effective, or is not present and not effective)

- **To become a committed institution requires a racial consensus continuum score of 3.75 and consensus at or <.20**
Simply focusing on accumulating green checks will not make an organization committed. The focus must also be on the quality of competency development to improve overall core competency scores.
- **To become a leader in advancing Racial Equity requires a continuum score >4.5 and racial consensus at or <.20**

Racial Equity Commitment (REC) Assessment Development & Validation

- Content Validity - Initial assessment created by content experts supported by published research in the field assessed commitment levels of employees through 34 functional competency statements over 6 competencies that measured the strength of Racial Equity Commitment using a 5 point Likert scale agreement with a statement.
- Structural Validity - Exploratory factor analysis (EFA) using principal component analysis (PCA) using Varimax rotation was conducted as a data reduction procedure for eliminating poorly loaded items and keeping the strongest items from the original survey in the analysis. Ten (10) items were removed.
- Strong Internal Reliability - Factor loadings from the confirmatory factor analysis (CFA) for the 33 functional competency items were all strong ranging from .705 to .885. Reliability measures for each of the six competencies were also strong with Cronbach's alphas ranging from .765 to .859. Typical CFA model fit statistic, RMSEA < .08; CFI > .90; and TLI > .95.
- Convergent and Divergent Validity – Pearson's product moment correlations between the six subscales were moderate and significant (all r s between .417 and .645, p s < .01) showing good convergent and divergent validity, indicating related subscales but not so strongly correlated as to be measuring the same constructs.



Contact us

Racial Equity Group is a management consulting firm that provides advisory services to public and private sector organizations on Racial Equity, and inclusion strategies, as well as customizing and facilitating Racial Equity audits and racial bias training experiences.



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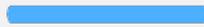


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MAKING RACIAL EQUITY STANDARD OPERATING PROCEDURE