

Town of Carrboro

301 W. Main St., Carrboro, NC 27510



Meeting Agenda - Final

Tuesday, February 28, 2023

7:00 PM

Council Chambers - Room 110

Town Council

7:00-7:05**A. POETRY READING, RESOLUTIONS, PROCLAMATIONS, AND ACKNOWLEDGEMENTS****7:05-7:10****B. ANNOUNCEMENT OF UPCOMING MEETINGS****7:10-7:15****C. PUBLIC COMMENT**

Comments are limited to three minutes per speaker.

D. OTHER MATTERS**7:15-7:45**

1. [23-58](#) Energy and Climate Protection Plan and Community Climate Action Plan Implementation Update

PURPOSE: The purpose of this agenda item is to update the Town Council on the Energy and Climate Protection Plan and Community Climate Action Plan implementation efforts.

Attachments: [Attachment A - Resolution To Receive Update](#)
[Attachment B - ECPP and CCAP Implementation Update - Feb 2023](#)

7:45-8:00

2. [23-73](#) Amendment to Chapter 5 of the Town Code to Comply with a State Law Change Requiring Specific Wording to Punish Certain Offenses as Misdemeanors

PURPOSE: The purpose of this agenda item is to conform Chapter 5 of the Carrboro Town Code to updated statutory requirements and to make certain offenses in Chapter 5 of the Town Code punishable as misdemeanors as provided in G.S. 14-4.

Attachments: [Attachment A- Ordinance to Approve Town Code Chapter 5 Amendments](#)
[Attachment B- Town Code Chapter 5, Article II Proposed Amendments 2.28.23](#)
[Attachment C- NC G.S. 14-4](#)

8:00-8:30

3. [23-74](#) Town of Carrboro Equity Tools

PURPOSE: The purpose of this agenda item is to provide an update to the Town Council on equity tools being used in the Town of Carrboro.

Attachments: [Attachment A - Equity Assessment Tools](#)
[Attachment B - The Real](#)
[Attachment C - DRE Tool](#)
[Attachment D - Pocket Questions and Agenda Cover Sheet](#)

E. MATTERS BY COUNCIL MEMBERS



Agenda Item Abstract

File Number: 23-58

Agenda Date: 2/28/2023
In Control: Town Council
Version: 1

File Type: Agendas

Energy and Climate Protection Plan and Community Climate Action Plan Implementation Update

PURPOSE: The purpose of this agenda item is to update the Town Council on the Energy and Climate Protection Plan and Community Climate Action Plan implementation efforts.

DEPARTMENT: Planning.

CONTACT INFORMATION: Laura Janway, Environmental Sustainability Coordinator, ljanway@townofcarrboro.org, (919) 918-7326; Patricia McGuire, Planning Director, pmcguire@townofcarrboro.org, (919) 918-7327

INFORMATION: The purpose of this agenda item is to provide the Town Council with a quarterly update on the implementation of two climate action plans, the municipal Energy and Climate Protection Plan (ECPP) and Community Climate Action Plan (CCAP). Work on the ECPP has been underway since the Board's adoption on May 28, 2014. (A complete copy of the ECPP can be found at: <http://www.townofcarrboro.org/DocumentCenter/View/553/Energy--Climate-Protection-Plan-2014>). Progress on the CCAP has been ongoing since the Board's adoption of the plan on January 24, 2017. (A complete copy of the CCAP may be found at: <http://www.townofcarrboro.org/DocumentCenter/View/4116/Community-Climate-Action-Plan>).

This update includes a detailed report describing ECPP and CCAP implementation since the November 2022 update (Attachment B). The report contains details regarding several new and ongoing initiatives, including the release of a Request for Proposals for a Fleet Alternative Fuels Feasibility Analysis, the decision to move forward with several solar arrays on Town properties, the Solarize the Triangle initiative, the upcoming launch of the Green Neighborhoods Grant Program, funding received through the FY22-23 Orange County Community Climate Action Grant Program, a transportation demand management project, and outreach events related to invasive species.

FISCAL IMPACT: There is no fiscal or staff impact related to this update.

RECOMMENDATION: The Town Manager recommends that the Town Council consider the attached resolution to receive the report.

A RESOLUTION RECEIVING AN UPDATE ON THE CLIMATE AND ENERGY
PROTECTION PLAN AND COMMUNITY CLIMATE ACTION PLAN

WHEREAS, the Town Council has received a presentation regarding the Energy and Climate Protection Plan and the Community Climate Action Plan; and

WHEREAS, the Town of Carrboro has a number of emissions-reduction projects in process; and

WHEREAS, Town staff have requested Council input at key milestones; and

WHEREAS, staff have provided the Council with updates on particular projects at regular Intervals; and

NOW, THEREFORE, BE IT RESOLVED by the Carrboro Town Council that the Council receives this update on the implementation of the Energy and Climate Protection Plan and the Community Climate Action Plan.

This the 28th day of February in 2023.



TOWN OF CARRBORO

TRANSMITTAL

Manager's Office

DELIVERED VIA: *HAND* *MAIL* *FAX* *EMAIL*

To: **Richard J. White III, Town Manager**

From: **Laura Janway, Environmental Sustainability Coordinator**
Patricia McGuire, Planning Director

Date: **February 28, 2023**

Subject: **Implementation Update: Energy and Climate Protection Plan (2014)**
& Community Climate Action Plan (2017)

Summary

The purpose of this memo is to provide the Council with a progress report on implementation of the Energy and Climate Protection Plan (ECPP), adopted May 28, 2014, and the Community Climate Action Plan (CCAP), adopted January 24, 2017. Both plans were updated in 2020 with goals to reduce 2010 levels of municipal and per capita community greenhouse gas emissions 80% by 2030. Town staff are examining and pursuing several initiatives to reach the emissions reductions goals.

Staff have continued to implement the ECPP through a grant from Orange County's Community Climate Action Grant Program to fund a west roof solar array and educational display for the 203 Project. Staff released a Request for Proposals in January 2023 for an alternative fuels analysis for the municipal fleet and are moving forward to install several solar arrays on Town properties, leveraging rebates from Duke Energy and funding available through the Inflation Reduction Act.

Recent CCAP implementation measures include outreach for the Solarize the Triangle campaign, the completion of a racial equity analysis for the Green Neighborhoods Grant Program, analysis of Town-wide composting program options moving forward, and plans for invasive species removal and outreach.

Energy and Climate Protection Plan

Town Fleet Electrification and Alternative Fuels Exploration

- *Policy Connections:* ECPP Section 2.C (Fleet Replacement and Efficiency)

The Request for Proposals (RFP) for the Fleet Alternative Fuels Feasibility Analysis was released on January 27, 2023. Staff will be moving forward to evaluate submitted proposals after the RFP's closing date on February 24th, 2023.

Request for Proposals: Renewable Energy Procurement and Installation

• *Policy Connections:* ECPP Section 2.B.ii Facility Energy Efficiency, 3.C Renewable Portfolio
In February 2022, Town staff released a Request for Proposals for the phased implementation of solar photovoltaic (PV) systems at the following properties:

The 203 Building	203 S. Greensboro Street
Fire Station 1	301 W. Main Street
Century Center	100 N. Greensboro Street
Public Works	100 Public Works Drive
Anderson Community Park	302 Highway 54 West

Staff reviewed the return on investment and greenhouse gas emissions reduction associated with each system. The Town has decided to move forward with solar PV systems at Public Works, Fire Station 1, and the 203 Building west roof in order to take advantage of 2022 rebates offered by Duke Energy as well as funding available through the Inflation Reduction Act.

Community Climate Action Plan

Community Integration

Solarize the Triangle

- *Policy Connections:* CCAP Community Integration Recommendation #6: Facilitate Low Cost Financing for Energy Efficiency and Renewable Energy Projects

Staff held an outreach session for the 2022 Solarize the Triangle campaign in December 2022 with assistance from members of the Climate Action Team. The deadline for enrollment for a free solar evaluation from the program's contractor, Yes Solar Solutions, was December 31st, 2022. A total of 1,500 people signed up for free evaluations throughout the Triangle, setting a national record as the largest Solarize program in the country. After their evaluations, residential customers must sign a contract by March 31, 2023 in order to move forward. The deadline for commercial and non-profit contracts is June 30, 2023. The campaign held an open house on February 18th, 2023, allowing participants an opportunity to view a solar and battery installation in-person.

Due to popular demand, the Triangle Sustainability Partnership and Solar Crowdsourcing plan to launch a 2023 Solarize the Triangle campaign later this spring.

Green Neighborhoods Grant Program

- *Policy Connections:* CCAP Community Integration Recommendation #3: Create Participatory Green Neighborhood Budgeting Program to Reduce Carbon Emissions, Build Community, Save Money, and Reallocate Savings to New Green Project Initiatives

Staff have completed a racial equity analysis for this program. The analysis has been reviewed by the GARE Core Team as well as the Racial Equity Commission. Staff provided a presentation to the Racial Equity Commission to answer questions on February 22, 2023.

Staff anticipate that the program will be open for applications in spring 2023. As part of the program's outreach campaign, staff plan to hold several information sessions for potential applicants, including pop-up information sessions throughout the Town. Staff also plan to deliver targeted engagement to several Carrboro neighborhoods utilizing approaches centered on equity employed by the Town during Comprehensive Plan development.

Modules Project

- *Policy Connections:* CCAP Community Integration Recommendation #5: Expand Capacity

Staff have continued to refine and update the current modules and have begun utilizing modules at outreach events. Staff held a virtual presentation of the Ecosystem Module on February 23, 2023 to celebrate National Invasive Species Awareness Week.

Orange County Community Climate Action Grant Program

- *Policy Connections:* CCAP Buildings Recommendation #1: 80% Challenge; Ecosystem Recommendation #3: Accelerate/Expand Organic Waste Collection/Composting; ECPP Recommendation 3.C: Renewable Portfolio

Staff submitted a proposal to the FY22-23 Orange County Community Climate Action Grant Program in August 2022 to fund solar photovoltaic panels on the west roof and an educational display for the 203 Project. Staff were notified in February 2023 that the Town was awarded \$40,575 to fund these projects.

Staff are working to finalize the compost monitor position description and hire a part-time staff member using FY21-22 funding awarded through this program.

Orange County Climate Council

Town staff are working with Orange County, Chapel Hill, and Hillsborough staff to finalize a draft Memorandum of Understanding for the Orange County Climate Council.

Building Energy Efficiency Measures

Energy Efficiency Revolving Loan Fund (EERLF)

- *Policy Connections:* Buildings Recommendation #1: Reduce Emissions Attributed to Carrboro Buildings by 80% by 2030, #2: Energy Audit/Performance Rating; Community Integration Recommendation #4: Integrate Climate Action with Local Living Economy, #6: Facilitate Low Cost Financing for Energy Efficiency & Renewable Energy Projects

Staff have held meetings and discussions regarding the planned updates to this program. Staff are now working to draft new program guidelines and will also examine opportunities to leverage this funding with larger-scale Federal programs.

Transportation

Volkswagen (VW) Settlement Phase 1 – Level 2 Charging Station

- *Policy Connections:* ECPP Goals; CCAP Transportation Recommendation #1: Reduce Greenhouse Gas Emissions from Motor Vehicle Use by 80% by 2030.

Staff worked to meet the final grant requirements and the stations are currently operational. Staff completed a racial equity lens analyzing the potential for expanding the Town's charging station network, which has been reviewed by the Town's GARE Core Team. Staff are exploring programs through Phase 2 of the VW Settlement and have worked to identify several locations for new stations.

Transportation Demand Management (TDM) Grant – Fresh Starts Project

- *Policy Connections:* CCAP Transportation Recommendation #4: Further Promote Walking, Biking, Transit

The Fresh Starts Project involves a partnership between the Center for Advanced Hindsight (CAH), the Town of Carrboro, and Orange County to design and study the efficacy of transportation welcome packets for new residents.

CAH staff have completed data collection and are working on a final report for the project. CAH has donated the remaining boxes to the Town and provided examples of materials included in the boxes. Staff are working to incorporate these boxes into the Town's current Transportation Demand Management (TDM) program and outreach events.

Ecosystem Protection and Enhancement

Bee City USA, Mayors' Monarch Pledge

Staff finalized the annual report for the Mayors' Monarch Pledge in December 2022 and will submit the annual report for Bee City USA participation by the end of February 2023.

Invasive Species Volunteer Events

- *Policy Connections:* Ecosystem Recommendation #5: Improve Regulations and Community Capacity to Discourage Invasive Plants and Encourage Native Plants

Staff are finalizing the documents, requirements, and protocols for a potential new volunteer program to allow independent volunteer work to remove invasive species. Staff have worked to ensure this initiative aligns with the Town's existing volunteer programs and are currently working on a racial equity lens analysis for the program.

On February 25th, staff plan to hold an invasive species removal volunteer event to celebrate National Invasive Species Awareness Week.

Composting

Staff have evaluated necessary components and a potential budget for a curbside composting program in Carrboro under the Solid Waste Infrastructure for Recycling (SWIFR) grant parameters. The components of such a program would entail purchasing a new collection truck, hiring multiple new staff members, purchasing/distributing bins, locating/contracting with a facility to take the organic materials, and a targeted outreach campaign. The Town will need to collect data on diversion rates of organic material before implementing an every-other-week garbage collection program. Staff decided not to proceed with an application for a SWIFR grant this year in order to ensure our program aligns with the County's future composting plans.

The County plans to release their Zero Waste Master Plan this summer. By next year, staff will have more information regarding the County's plans for composting. Town staff can also further explore options with potential partners, such as OWASA, and can dedicate time to evaluating the program's racial equity considerations. In addition, the Town of Chapel Hill is also waiting for the County's plans to be released before deciding how to proceed.

Developing a Town composting program can be a component of the FY23-24 Environmental Sustainability Work Plan. Staff will refine the program's preliminary budget estimate and will determine which program components may need Town funding long-term. The Town's 2017 Solid Waste Study focused on single-family collection and staff will need to further examine the design for a multifamily composting program for Carrboro. Staff will be able to incorporate findings from the County's multifamily composting pilot program to facilitate this design. Additionally, staff will be able to utilize the results of the 2023 Fleet Alternative Fuels Feasibility Analysis to inform which type of collection vehicle to pursue. Staff can explore an application for the next round of SWIFR funding in FY23-24.

There is funding in the climate action budget for a food waste reduction project this year (FY22-23). Staff are exploring a multifamily composting pilot/educational campaign and plan to move forward hiring the compost monitor for the Farmers' Market Food Waste collection using FY21-22 Orange County Community Climate Action Grant funding.

Carrboro will need focused communication with interlocal partners throughout the year through Public Works and Planning staff as well as Public Officials/Town's Solid Waste Advisory Group (SWAG) representative.

Staff are planning a larger-scale educational campaign, including the release of a composting video and advertisement of bin sales in May (Compost Awareness Week). Staff will also focus on other ways of reducing food waste using the EPA's hierarchy of food waste management and can consider additional grant opportunities as well to support food waste reduction, outreach, and education.

Food Choice Measures

Climate-Friendly Cookbook

- *Policy Connections:* CCAP Food Choice Recommendation #1: Reduce Greenhouse Gas Emissions from Diets by 80% by 2030

Staff are currently soliciting recipes from Carrboro residents to create a climate-friendly cookbook and will allow residents to share recipes with their community. Staff are working to plan for additional outreach in 2023.

Inflation Reduction Act

Staff continue to explore ways in which the Town can leverage funding from the Inflation Reduction Act as more information continues to be released.



Agenda Item Abstract

File Number: 23-73

Agenda Date: 2/28/2023

File Type: Agendas

In Control: Town Council

Version: 1

Amendment to Chapter 5 of the Town Code to Comply with a State Law Change Requiring Specific Wording to Punish Certain Offenses as Misdemeanors

PURPOSE: The purpose of this agenda item is to conform Chapter 5 of the Carrboro Town Code to updated statutory requirements and to make certain offenses in Chapter 5 of the Town Code punishable as misdemeanors as provided in G.S. 14-4.

DEPARTMENT: Town Attorney

CONTACT INFORMATION: Town Attorney Nick Herman, Town Attorney

INFORMATION: The amendments to certain sections within Chapter 5, Article II of the Town Code will remain/become misdemeanors and, if violated, will be punishable as provided in G.S. 14-4. The sections to be amended include: Sections 5-11, 5-12, 5-12.1, 5-13, 5-16, 5-17, and 5-18 of Chapter 5, Article II of the Town Code and will include the following one-sentence paragraph at the end of the text of each section:

“Any violation of this section constitutes a misdemeanor punishable as provided in G.S. 14-4.”

The Town Attorney has reviewed and proposed these amendments to the Town Code which is found in Attachment A. Attachment B shows the proposed amendments within Chapter 5, Article II. Each of these violations is enforced by the Police Department. Attachment C is a copy of G.S. 14-4 text.

FISCAL IMPACT: N/A

RECOMMENDATION: It is recommended that the Town Council approve these amendments to the Town Code by approving the ordinance in Attachment A.

AN ORDINANCE AMENDING THE CARRBORO TOWN CODE TO MAKE CERTAIN
OFFENSES IN CHAPTER 5 OF THE CODE PUNISHABLE AS MISDEMEANORS

THE CARRBORO TOWN COUNCIL ORDAINS:

Section 1. Sections 5-11, 5-12, 5-12.1, 5-13, 5-16, 5-17, and 5-18 of Chapter 5, Article II of the Town Code are amended to include the following one-sentence paragraph at the end of the text of each section:

Any violation of this section constitutes a misdemeanor punishable as provided in G.S. 14-4.

Section 2. All provisions of any town ordinance in conflict with this ordinance are repealed.

Section 3. This ordinance shall become effective upon adoption.

The foregoing ordinance, having been submitted to a vote, received the following vote and was duly adopted this ____ day of _____, 2023.

Ayes:

Noes:

Absent or Excused:

Article II

MISCELLANEOUS OFFENSES

Section 5-11 Noise Generally (Amend. 2/28/23)

No person may authorize or cause the emission from any property or source under his control any noise that is both:

- (1) Sufficiently loud to frighten or pose a danger to the health of or seriously disturb any person who:
 - a. if the noise emanates from a source located on private premises, is located on other premises (including other dwelling units or rented premises located on the same tract of land), or (Amend. 4/27/82)
 - b. if the noise emanates from a street or other public property, is located on private property or the street or other public property, and
- (2) Louder, or of greater duration, or otherwise more disturbing than is reasonably necessary for the performance of some lawful public or private function, enterprise, operation, or activity.
- (3) Any violation of this section constitutes a misdemeanor punishable as provided in G.S. 14-4.

Section 5-12 Particular Noise (Amend. 11/16/93, 2/28/23)

The following are declared to be illustrations of noises prohibited under the foregoing section, and are hereby declared to be unlawful, but this list shall not be exhaustive:

- (1) The playing of any radio, television, tape recorder, phonograph, or similar electronic device or any musical instrument so as to disturb the comfort, quiet or repose of persons in any place of residence or so as to interfere substantially with the operations of any church, school, theater, library or other similar place of assembly.
- (2) The use of any drum, loudspeaker, or other amplification instrument or device for the purpose of attracting attention by the creation of noise to any performance, show, ale, display, advertisement of merchandise, or other commercial venture.
- (3) Any party or assembly of persons in a dwelling unit or on residential premises producing loud and raucous noise after 11:00 p.m. that tend to disturb the comfort, quiet, or repose of persons in other dwelling units or on other residential premise. The person in possession of the premises where such a part or assembly of persons takes

place shall be deemed responsible for the emission of loud and raucous noises under this subdivision. (Amend. 4/27/82)

- (4) The operation or use of any of the following tools, machinery, or equipment, when such operation or use takes place (i) outside of a fully enclosed structure; and (ii) within 300 feet of a residentially occupied structure that is not in the possession of the party responsible for the noise at issue; and (iii) after sunset on any day or before 7:00 a.m. on any day except Sunday and before 12:00 noon on Sunday. However, this prohibition shall not apply when work must take place on an emergency basis for health or safety reasons, or when work is undertaken within a public street right-of-way by (i) a utility pursuant to an encroachment agreement, (ii) the town, or (iii) the North Carolina Department of Transportation. (Amend. 1/16/2001)
 - (a) Earth moving or clearing power equipment.
 - (b) Chain saws, brush cutters, wood chippers, or similar power equipment.
 - (c) Power saws
 - (d) Power driven hammers or jackhammers.

(5) Any violation of this section constitutes a misdemeanor punishable as provided in G.S. 14-4.

Section 5-12.1 Motor Vehicle Noises (Amend. 11/16/93, 2/28/23)

The following are illustrations of noises, produced in connection with the operation or use of motor vehicles, that are prohibited under Section 5-11 and are hereby declared to be unlawful, but this list shall not be exhaustive:

- (1) The blowing of a horn on any motor vehicle except when the horn is used as a warning device.
- (2) The operation of any motor vehicle without a muffler or with a muffler that is so defective or so designed that the vehicle emits an unusually loud noise.
- (3) The operation of any motor vehicle so as to create unnecessary and unusual noise through the screeching of tires or racing of engines.
- (4) The operation or use of a motor vehicle with amplified sound produced by a radio, tape player, compact disc player or other soundmaking device or instrument within the motor vehicle such that the sound is plainly audible at a distance of 100 feet or more from the motor vehicle.

(5) Any violation of this section constitutes a misdemeanor punishable as provided in G.S. 14-4.

Section 5-13 Discharge of Firearms and Air Rifles (Amend. 2/28/23)

(a) Subject to subsection (b), no person may discharge any pistol, rifle, shotgun, or other gun or any air pistol, slingshot or any like instrument used to eject a pellet or projectile within the town limits.

(b) Subjection (a) shall not apply to private citizens acting in justifiable defense of persons or property or pursuant to the lawful directions of a police officer nor to police officers acting in the lawful performance of their duties.

(c) No parent of a child or any person who stands in the relationship of a parent to a child may knowingly permit such child to violate subsection (a).

(d) Any violation of this section constitutes a misdemeanor punishable as provided in G.S. 14-4.

Section 5-14 Operation of Public Enterprise Without Franchise

Except as otherwise provided by law, no person may operate within the town any public enterprise, as defined in G.S. 160A-311, without first obtaining a franchise from the town, nor may any person continue to operate such public enterprise after the expiration of such franchise.

Section 5-15 Curfew for Minors (Repealed 9/18/2007)

Section 5-15 Limitation on Campaign Contributions for Town Offices (Amend. 3/3/09, 6/25/13,6/18/19)

(a) No person, political committee, or other entity may contribute to any candidate for the office of mayor or any candidate for the office of alderman any money or in-kind contribution in any election (regular or special) in excess of \$250.00.

(b) The definitions in Article 22A of Chapter 163 of the General Statutes apply to the provisions of this section. In addition, as used herein, the word "candidate" also means a political committee authorized by the candidate for that candidate's election.

(c) The provisions of this section do not apply to contributions made by a candidate or a candidate's spouse, domestic partner registered with a government agency, parents, brothers, or sisters.

(d) The provisions of this section are authorized and shall be interpreted in accordance With Sections 2-8 and 2-9 of the Town Charter, as established by Chapter 97 of the 2008 Session Laws.

(e) The provisions of this section shall expire 60 days prior to the opening of filing for the 2021 regular town election, except that such expiration will not make lawful any contribution made before that date that is in violation of this section.

Section 5-16 Public Urination and Defecation Prohibited (Amend. 10/12/93, 2/28/23)

(a) Except in designated water closets or toilet facilities, it shall be unlawful for any person to urinate or defecate on any public place, sidewalk, street, alleyway or right-of-way, or in any public building, or on private property. Having the permission of the owner or person in lawful possession shall constitute an affirmative defense to the charge of urinating or defecating on private property.

(b) Any violation of this section constitutes a misdemeanor punishable as provided in G.S. 14-4.

Section 5-17 Begging or Soliciting Alms by Intimidation (Amend. 10/12/93, 3/7/95, 2/28/23)

(a) Except when performed in the manner set forth in subsection (b), it shall not be unlawful to beg or solicit alms or contributions.

(b) It shall be unlawful for any person to ask, beg or solicit alms or contributions, or exhibit oneself for the purpose of begging or soliciting alms or contributions with the intent to intimidate another person into giving money or goods.

(c) For purposes of this section, "ask, beg or solicit" shall include, without limitation, the spoken, written or printed word or such other acts as are conducted in furtherance of the purpose of obtaining alms or contributions.

(d) For purposes of this section, "intimidate" shall be defined as conduct which would cause a reasonable person to fear imminent bodily harm and cause such person to do something he or she would not otherwise have done.

(e) Any violation of this section constitutes a misdemeanor punishable as provided in G.S. 14-4.

Section 5-18 Consumption of Malt Beverages or Unfortified Wine on Public Property and Possession of Open Containers of Malt Beverages or Unfortified Wines on Public Property Prohibited (Amend. 10/24/95, 5/7/13, 2/28/23)

(a) No person may consume malt beverages or unfortified wines or possess open containers of malt beverages or unfortified wines on any property owned or occupied by the Town, except that this prohibition does not apply to:

- (1) Social or other events at the Town Hall, Century Center, or Town Commons that are sponsored by the Town or authorized by the Town pursuant to applicable policies for the reservation and use of such facilities; or
- (2) The sampling of malt beverages or unfortified wines at the Town Commons during the regular operating hours of the Farmers' Market, so long as (1) the samples offered do not exceed one ounce, (2) the samples are offered by a market vendor that either produced the malt beverages or wine or grew the grapes that made the wine, (3) the samples are offered in connection with the sale of such malt beverages or wine by the bottle, (4) malt beverages or unfortified wines are not sold by the glass for consumption on site, and (5) the vendor has all appropriate ABC licenses or permits authorizing this activity. (Amend. 2/13/01, 6/5/07)

~~(b) No person may possess open containers of malt beverages or unfortified wines on any property owned or occupied by the Town, except that this prohibition does not apply to social or other events at the Town Hall or Century Center that are sponsored by the Town or authorized by the Town pursuant to applicable policies for the reservation and use of such facilities. (Amend. 2/13/01) Repealed 6/5/07)~~

- (b) For purposes of this section, the following terms shall have the meaning indicated:

Malt Beverage: Beer, lager, malt liquor, ale, porter, or any other brewed or fermented beverage--containing at least one-half of one percent (0.5%), and not more than six percent (6%), alcohol by volume.

Unfortified Wine: Wine that has an alcoholic content produced only by natural fermentation or by the addition of pure cane, beet, or dextrose sugar, and that has an alcoholic content of not more than seventeen percent (17%) alcohol by volume.

Open Container: A container whose seal has been broken or a container other than the manufacturer's unopened original container.

Property owned or occupied by the town: This includes all public streets, sidewalks, bikeways, and other public rights-of-way, as well as the Town Hall property, public works facility, all town parks, and all other properties owned or occupied by the Town of Carrboro.

(c) Any violation of this section constitutes a misdemeanor punishable as provided in G.S. 14-4.

§ 14-4. Violation of local ordinances misdemeanor.

(a) Except as provided in subsection (b) or (c) of this section, if any person shall violate an ordinance of a county, city, town, or metropolitan sewerage district created under Article 5 of Chapter 162A, he shall be guilty of a Class 3 misdemeanor and shall be fined not more than five hundred dollars (\$500.00). No fine shall exceed fifty dollars (\$50.00) unless the ordinance expressly states that the maximum fine is greater than fifty dollars (\$50.00).

(b) If any person shall violate an ordinance of a county, city, or town regulating the operation or parking of vehicles, he shall be responsible for an infraction and shall be required to pay a penalty of not more than fifty dollars (\$50.00).

(c) A person may not be found responsible or guilty of a local ordinance violation punishable pursuant to subsection (a) of this section if, when tried for that violation, the person produces proof of compliance with the local ordinance through any of the following:

- (1) No new alleged violations of the local ordinance within 30 days from the date of the initial alleged violation.
- (2) The person provides proof of a good-faith effort to seek assistance to address any underlying factors related to unemployment, homelessness, mental health, or substance abuse that might relate to the person's ability to comply with the local ordinance. (1871-2, c. 195, s. 2; Code, s. 3820; Rev., s. 3702; C.S., s. 4174; 1969, c. 36, s. 2; 1985, c. 764, s. 2; 1985 (Reg. Sess., 1986), c. 852, s. 17; 1991, c. 415, s. 1; c. 446, s. 1; 1993, c. 538, s. 8; c. 539, s. 9; 1994, Ex. Sess., c. 24, ss. 14(b), 14(c); 1995, c. 509, s. 133.1; 2021-138, s. 13(c).)



Agenda Item Abstract

File Number: 23-74

Agenda Date: 2/28/2023
In Control: Town Council
Version: 1

File Type: Agendas

Town of Carrboro Equity Tools

PURPOSE: The purpose of this agenda item is to provide an update to the Town Council on equity tools being used in the Town of Carrboro.

DEPARTMENT: Town Managers Office

CONTACT INFORMATION: Anita Jones-McNair, Chief Race and Equity Officer, amcnair@carrboronc.gov <mailto:amcnair@carrboronc.gov>, 919.918.7381

INFORMATION: During the January 17, 2023 Council meeting, a request was made to share equity tools being used by staff. The tools include the REAL (racial equity assessment lens), Decision Making for Racial Equity (DRE tool) and Pocket questions. These tools assist with embedding equity in town governance and informing decision-making. (See Attachments A, B, C and D.)

Beginning March 7, 2023, the Agenda Item Cover Sheet will reflect additional information related to Council direction. The use of pocket questions should also accompany time sensitive projects such as grant applications, preliminary review of a proposal or Council agenda items that require action in the absence of a racial equity assessment lens evaluation.

FISCAL IMPACT: There is no fiscal impact associated with this update.

RECOMMENDATION: The Town Manager recommends that the Town Council accept the update.

Attachment A - The Town of Carrboro Equity Tools

Three equity tools are available to assist with embedding equity in town governance and inform decision-making.

I. Tool - The REAL – (Racial Equity Assessment Lens)

Purpose – Measure how communities of color and other marginalized citizens are affected by short- and long-term governmental decisions. The focus is to evaluate existing and new initiatives, centering on “who, what, where, why and how”. The word "initiative" is broadly used to cover policies, practices, processes, procedures, services, projects, and proposals. The county-wide racial equity lens sub-committee will review the first iteration of this tool in the upcoming months.

Users – Decision makers - Elected officials, staff, boards, commissions, community partners, and stakeholders.

Application – Town Council adopted the One Orange Racial Equity Framework which included the REAL on February 1, 2022. Launched - 4/2022. Initially, staff completed the analysis based on community/employee impact. Since the comprehensive plan adoption, the order of completion is based on the date/priority of comprehensive plan projects/strategies and community impact. Once the evaluation lens is completed, the CORE Team reviews the packet and for non-operational evaluations, the Racial Equity Commission. Recommendations are shared with the evaluation team and town manager. A summary of the equity analysis will be given to the Town Council annually in June and December.

II. Tool – Decision Making for Racial Equity (DRE tool)

Purpose – Practical guide for building an organization-wide practice and culture of centering Black, Indigenous and People of Color and equity with continuous inward and outward facing decision-making.

Users – Staff

Application – Staff training culminated -1/31/23. Use as needed. Staff is encouraged to adapt worksheet as needed including adding and skipping discussion questions, depending on which apply to choice point and different circumstance. No review is needed.

III. Tool – Pocket Questions

Purpose – Provide a preliminary view of whether racial equity is included in a project, grant consideration, and other time sensitive proposals in the absence of a racial equity assessment lens evaluation.

Users - Elected officials, boards, commissions, staff, community partners, and stakeholders.

Application – Questions have been used in the past year to help in decision making. Official launch – 3/7/23. The Agenda Item Cover Sheet will reflect additional information related to Council direction. The use of pocket questions should also accompany time sensitive projects such as grant applications, preliminary review of a proposal or Council agenda items that require action in the absence of a racial equity assessment lens evaluation.

Critical thinking is the main component of this exercise which relies on facts, conversations, historical perspective, brainstorming, and root cause analysis. Please note that when considering root causes, sometimes underlying assumptions emerge. The process requires continuing to ask “why” so that the root of the issue and underlying causes of disparities surface. Continuing to ask why (up to five times) during the analysis produces the foundation upon which all actions and next steps are built. When incomplete, the process can cause confusion and/or unanswered questions.

Attachment B - RACIAL EQUITY ASSESSMENT LENS

One Orange - Let's Get REAL on Racial Equity

RACIAL EQUITY ASSESSMENT (REAL)

Goal: When we achieve racial equity, race will no longer predict opportunities, outcomes, or the distribution of resources for residents of Orange County, North Carolina, particularly for communities of color. Therefore, it is important to evaluate initiatives and demonstrate how it aligns with the County's and/or Town's racial equity goals.

FAQ's:

What is the purpose of conducting this assessment? Conduct this assessment to measure how communities of color are affected by short- and long-term governmental decisions. It should be used by decision makers to evaluate new and existing initiatives. The word "initiative" is broadly used to cover policies, practices, processes, procedures, services, projects, and the like.

Who should use this assessment? Elected officials, boards, commissions, staff, community partners, and stakeholders to answer and evaluate "who, what, where, why and how" through a racial equity assessment lens.

When should the assessment be conducted? Each jurisdiction will determine when the assessment should be conducted. Once that decision is made, orientation on the assessment shall be provided to all relevant staff and/or stakeholders.

How do I conduct the assessment? The assessment is a worksheet that prompts users to consider the intention of the initiative and how it impacts communities of color. The assessment should generate discussion and analysis that helps government align its initiatives with the racial equity goal stated above. There is not a "correct" answer to the questions. The completion of the assessment has value based on its merit.

How do I get a copy of the lens? The Racial Equity Assessment Lens is included within this document below.

Racial Equity Assessment Lens (REAL)

NAME OF INITIATIVE PROGRAM/PROJECT	New or Existing?	Who is Conducting the Assessment?

ORIGIN AND DESCRIPTION

- For New initiatives – Why this initiative and why now?
- For existing initiatives- include background information and milestone dates

DESIRED RESULTS

What specific results/outcomes are intended for the community or organization? (How will this initiative achieve this goal? Is anything being created, removed, incentivized, mandated, allowed or assigned by this initiative?)

What policies are relevant to this initiative? How do racial and social inequities impact these areas? Consider topics and subtopics related to what you are trying to achieve, i.e., business, and economic development, labor and workforce development and retention, the judiciary, public safety, housing, education, health, transportation, environment, human services, youth, recreation, and COVID-19.

Topic/Issue	Baseline Data and Racial Disparities	Historical Root Causes of Disparities
For example, rather than write “education” below, list “attendance, school discipline, and commutes.”	What does available data or research say about this issue? What disparities already exist within this issue?	What caused the numbers to look like they do today? Were the causes in the distant past and/or more recent? Were they purposeful or unintentional?

What is the specific desired result statement -

DEMOGRAPHICS (be as specific as possible)

- Who is this initiative focused on? (Neighborhoods, geographic areas, racial groups, income groups, etc.)
- What data can you provide to describe the target population?
- What data is missing?

Consider groups based on race, earnings, education, geography, occupation, age, gender identity, sexual identity, religion, immigration status, etc. Consider atypical groupings.

	BENEFITTING INDIVIDUALS OR GROUPS	BURDENED INDIVIDUALS OR GROUPS
Funded initiatives		

If the new initiative is funded		
Existing initiative is funded		
Non funded initiatives		
If the new initiative is not funded		
If the existing initiative is no longer funded		

COMMUNITY ENGAGEMENT

List the individuals or groups who will potentially benefit the most or be burdened the most by this

<ul style="list-style-type: none"> • How have you involved community members in developing this initiative? • Have you involved those directly impacted? • How have you addressed the concerns raised by community members? Especially those directly impacted. • Going forward, how do you plan to include voices of those most impacted / burdened? How? Please note if they are: (1) Already involved in the drafting of the process; (2) What is your first step in involving them; or (3) Why you are not involving them in the process. 	
Individual or Group	Already Involved, First Step to Involve, or reason for No Involvement

Who else from the community should be involved in designing, governing, or executing the Initiative?
 Please note if they are: (1) Already involved in the drafting of the process; (2) What is your first step in involving them; or (3) Why you are not involving them in the process.

Individual or Group	Already Involved, First Step to Involve, or reason for No Involvement

BENEFITS

- Which area(s) of the County/Town could be impacted by this Initiative?
- Share any relevant data (link to jurisdictional map and/or information)
- Consider differences such as towns, density between residential, commercial, rural, and suburban, access to resources, transit, geography, and proximity to health care services.

AREA	HOW AREA WOULD BENEFIT	HOW AREA WOULD BE BURDENED

If you mentioned communities of color in the table of above, how might this Initiative negatively impact them?

If you mentioned people with low incomes in the table above, how might this Initiative negatively impact them?

IMPACTS

Considering the Section above when filling out the table below on unintended consequences.

<ul style="list-style-type: none"> • What are the unintended consequences of this Initiative? Investigate if there have been other Initiatives of this type. If yes, what is known about the effect of these Initiatives, especially of different racial groups? • What can be done to mitigate any negative impacts? • Are there any challenges that need to overcome? How? • Share any relevant data. 		

Type	Potential Unintended Consequence	Mitigation Strategies to Prevent Consequences and Advance Racial Equity
SOCIAL Consider native and long term residents, rural residents, transit, trust in government, education, etc.		
ECONOMIC Consider wages, competition, tourism, unemployment, small businesses, etc.		
HEALTH Consider impacts on pollution, health access, existing health disparities, etc.		
ENVIRONMENT Consider impacts on pollution, natural resources, transit, etc.		
OTHER Consider how a resident might interact with this measure "start to finish." Think through the best- and worst-case scenarios		

What challenges should be overcome? How?

Share any relevant data?

ACCOUNTABILITY

How will the impact of the initiative be measured?

What success indicators or progress benchmarks are incorporated in the proposed Initiative? (Provide indicators/benchmarks/metrics)

What is missing? What will happen if these metrics are met and what will happen if they are not met?

In what way does this Initiative deeply consider the experience of the residents it will impact?

How will you share you results with your leadership and other funders?

How will you share results with community members and stakeholders?

How will you acquire feedback from community members and stakeholders and incorporate findings?

RECOMMENDATIONS
SIGNATURES OF ASSESSOR(S):

DATE REVIEWED BY CORE TEAM:
RECOMMENDATIONS – CORE TEAM:

DATE REVIEWED BY RACIAL EQUITY COMMISSION:
RECOMMENDATIONS – RACIAL EQUITY COMMISSION:

Attachment C - Decision Making for Racial Equity

**Decision-making for Racial Equity Tool
Terrence Keleher and Nikko Viquiera**

Race Forward

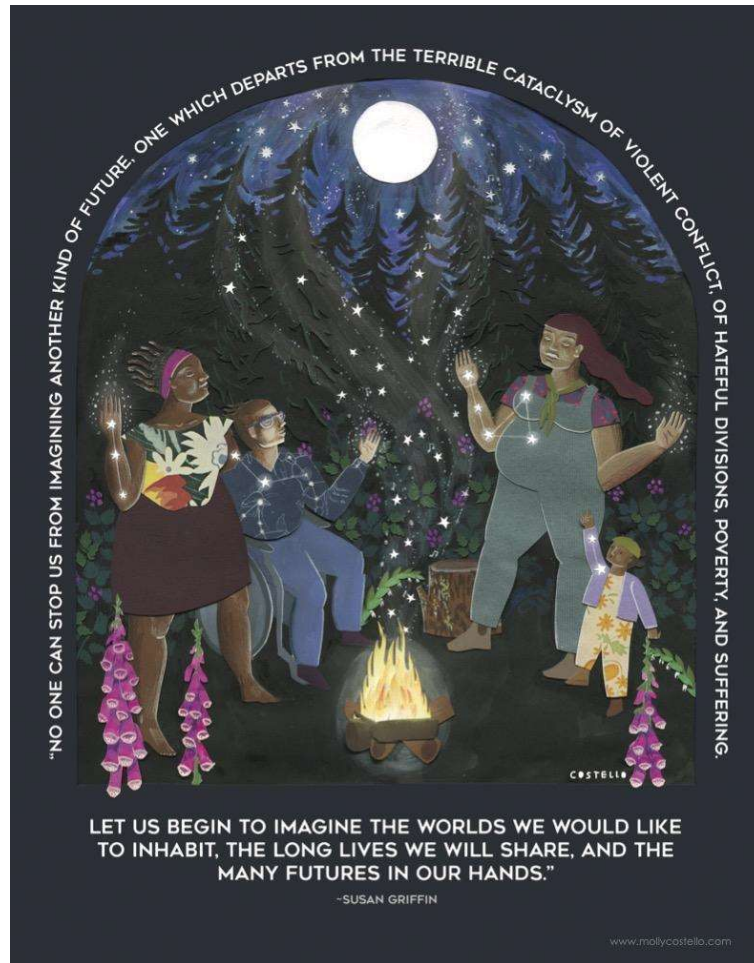


Table of Contents

Introduction	3
The Racial Equity Decision-Making Process	4
Different Uses for the Decision-making for Racial Equity Tool	5
Choice Points	6
Racial and Social Justice Vision and Values	7
The Four Elements of the Decision-making for Racial Equity Tool	8
Worksheets and Tip Sheets for Each of the Four Elements (Who? Why? What? How?)	9
Who?	9
Why?	10
What?	11
How?	12
High-level Summary of Decision-making for Racial Equity	13
Documenting and Evaluating Your Progress and Results	14
Building a Race-Conscious and Equity-Centric Organizational Practice and Culture	15
Tracking and Sharing Lessons, Progress, and Success	16
 <u>Appendices</u>	
Example Use of the Decision-making for Racial Equity Tool: An Organizational Scenario	17
Example Evaluation Surveys	20
Organic Garden for Questions and Ideas	23

Introduction

Public awareness of systemic racism has grown, thanks to a groundswell of activism by Black, Indigenous, Latinx, Asian American, Native Hawaiian, and Pacific Islander communities and leaders--along with white allies--who've protested injustices and demanded change. Many organizations have responded by making public commitments and launching new initiatives to address racism and support racial justice. Yet, racial inequities persist, as do patterns of white dominant power, resulting from a legacy of systemic racism. Policies, institutional practices, and cultural norms that have long-favored white people, while disadvantaging people of color, have resulted in cumulative racial disparities in wealth and power. The net effect is that most power--economic, political, legal, social, and cultural--is predominantly held by white people.

A major way that power is expressed is through routine decision-making. Economic decisions, political and legal decisions, institutional and organizational decisions--all have profound and differential impacts on our lives. We need to interrogate dominant forms of decision-making. Who are the decision-makers? Why are racial inequities created and perpetuated? What attention is given to racial impacts and racial equity? How are decisions made and implemented? When you examine decision-making through the lens of race, too many decisions are made without the engagement and leadership of people of color, without any awareness of systemic racism and dominant patterns of power, without consideration of racial impacts, and without a commitment to racial justice. No wonder racism and white privilege are routinely perpetuated.

Some define power as “the ability to act.” Often, what this really amounts to is the ability to decide, then act, in one’s own interest. Too often, those in power--whether consciously or not--make decisions that protect, perpetuate, or expand their power. If we are to move towards a more equitable and inclusive society, we need to disrupt the power and patterns of dominant decision-making. If we are to move towards a racially just society, we need to adopt race-conscious and equity-centric decision-making in every organization and institution, all of which have been shaped and tainted by the structural racism of our society.

The Decision-making for Racial Equity Tool provides a practical guide for applying a race lens in everyday routine decisions. Using the tool moves us from denial to acknowledgment of racism, from exclusion to inclusion of people of color, and from ignoring to centering equity. You can use everyday choice points as opportunities to advance equity, share power, and change outcomes to benefit all kinds of people, especially those who have been most marginalized.

BIPOC communities are increasingly demanding “Nothing about us without us!” Centering racial equity and BIPOC communities throughout decision-making is key to interrupting unconscious bias. Adopting an “equity-conscious” or “equity-centric” framework for routine decision-making across your organization can help turn commitments and aspirations into new actions and outcomes. As more decision-makers in your organization or institution use the tool for more decisions, you can grow a vibrant race-conscious and equity-centric practice and culture. You can make your commitment to racial equity *aspirational* and *operational*. If you want to get real about using a race lens, you have in your hands a simple tool that, if used widely, can have profound impacts.

The Racial Equity Decision-making Process

A Racial Equity Decision-making Process involves the following steps:

Readiness Steps	Analysis & Planning Steps	Implementation Steps	Operationalizing Steps
Select a Choice Point Assemble a Stakeholder Decision-making team Connect to your vision and values	Work through the four elements and prompts in the Decision-making for Racial Equity Tool Develop a high-level summary	Implement your action plan. Document and evaluate your progress and results.	Build an ongoing, organization-wide equity-centric decision-making culture and practice. Share your learnings and success

Readiness Steps: These steps help you get started.

- **Begin by identifying an organizational decision or “choice point”** -- a specific opportunity to consciously consider racial equity and influence outcomes.
- **Assemble a team of diverse stakeholders** to apply the tool to the Choice Point. The tool is intended for collective, rather than individual, use since a variety of diverse perspectives contributes to more informed decision-making
- **Connect to your racial and social justice vision and values:** At the outset of this decision-making process, ground yourself in your racial and social justice vision and values that you want to use to guide your work. Holding your vision and values near helps make that path forward clear.

Analysis & Planning Steps: These steps help you conduct a race-conscious analysis that informs the development of an equity-centric plan

- **Work through the Four Elements and Prompts** (Who? Why? What? and How?) in the tool. Use the Worksheets and Tip Sheets for addressing each element of your decision. By doing so, you will produce the four results corresponding to the four elements and prompts. The first three elements focus on analysis, while the fourth step focuses on action planning based on your analysis.

- **Develop a High Level Summary** of your decision, using the forms in the tool.

Implementation Steps: This is where you put your plans into action.

- **Implement your action plan.** Once you’ve decided what to do and have a clear plan, now is the time to put things into action.
- **Document and evaluate your progress and results.** Evaluate your process, progress, and success. You can use the surveys provided in the tool with colleagues who are learning and using the tool to assess readiness, competence, and results.

Operationalizing Steps: This helps you embed equity-centric decision-making into the life and culture of your organization.

- **Build an organization-wide race-conscious and equity-centric organizational practice and culture:** This tool is not meant for one-time use. Instead, try to integrate the use of the tool across your organization on an ongoing basis by implementing new practices and protocols, standards, strategic priorities, performance appraisal measures, and other mechanisms to expand application of the tool. This builds an organization-wide practice and culture centered on racial equity.
- **Share your learnings and success.** Continually share **what you are learning** with other colleagues, and allies. This helps grow a culture of collective learning, action, improvement, and impact. Create and share success stories to inspire and encourage others to use the tool.
- **Evaluate your process, progress, and success.** You can use the surveys provided in the tool with colleagues who are learning and using the tool to assess readiness, competence, and results.

As you work through using the Tool, some additional resources are included as Appendices, that may be helpful, including:

Appendix 1: “Example Use of the Decision-making for Racial Equity Tool: Organizational Scenario,” provides an illustration of the kinds of responses that are generated by using the tool.

- **Appendix 2: Example Evaluation Surveys:** provides some example evaluation surveys that can help you think about how to assess the learning, progress and impacts of your work.
- **Appendix 3: “Organic Garden for Questions and Ideas”**-- space on the last page of the toolkit--to capture insights and things you want to further explore or research. Use this “garden” to cultivate ideas that may inspire new and continued areas for growth.

Different Uses for the Decision-making for Racial Equity Tool

This tool is designed to be applicable to many kinds of decisions. You can use the tool for both:

- **Inward-facing decisions** (*internal to your organization*), and
- **Outward-facing decisions** (*involves the external communities with whom you interface with and community-oriented impacts*)

Feel free to adapt it to your needs. You may add or skip discussion questions, depending on which apply to your choice point.

You may also consider how to use the tool in a Rapid, Routine, or Robust way, depending on different circumstances.

Rapid Use	Routine Use	Robust Use
<p>Rapid Use should only be for emergencies or unexpected developments, when you need to make a fast decision. In such cases, you may need to condense the timeframe or reduce the questions you consider. This can be problematic, however, if you find that you are often making decisions with insufficient participation, information, or time for thoughtful deliberation. Organizations that have a continual culture of urgency, can easily replicate dominant patterns of inequitable and exclusive decision-making. Rapid use of the Tool should be the exception, rather than the norm.</p>	<p>Routine Use of the tool involves going through all of the steps and prompts collectively, thoughtfully and sufficiently, to arrive at high-quality equitable decisions. This is the norm you want to establish.</p>	<p>Robust Use of the tool may be needed for larger and more consequential decisions. In this case, you may need extra time for the engagement of a wide set of stakeholders, the collection and analysis of multiple types of data for your racial impact analysis, consideration of many different questions for your systems analysis, and research into alternatives and best practices as you generate different strategies and solutions.</p>

The Decision-making for Racial Equity Tool is only useful if it is used! So do what you need to do to make it applicable and practical for your organizational decisions and context.

Readiness Steps: *As you embark upon a decision-making process, these are some initial steps.*

Choice Points

Choice points are decision-making opportunities to consciously consider racial equity and influence outcomes. A choice point is a specific decision--generally a routine aspect of your core work--where applying a racial equity framework could change actions and outcomes. In your ongoing organizational operations, there are many choice points—some are big, some are small, some occur frequently, while others may be annual. Example choice points may be:

Inward-Facing choices (internal to your organization)	Outward-Facing choices (involving the external communities you interface with)
<ul style="list-style-type: none"> • Exploring ways to hire BIPOC people in senior management • Assessing procurement and investment practices through a race lens • Changing regular meeting agendas to create more time and space to discuss race • Examining budgetary expenditures and priorities with a racial equity lens 	<ul style="list-style-type: none"> • Reviewing how government contracts are given out and creating a Minority and Women Owned Business priority list • Redesigning service delivery to to be more accessible and culturally responsive • Changing public programs and events to be inclusive of local communities of color • Assessing your communications to be more representative of, and relevant to, marginalized communities

You will notice that there may often be a close or overlapping relationship between inward- and outward-facing choice points. Some may be both inward and outward. For all or most of these decisions in the daily life of your organization, there are myriad ways in which racial bias occurs, and therefore, many opportunities to intervene to expand racial equity. When routine decisions are made without attention to racism and racial equity, the result is the continuation of the status quo, which generally reinforces and reproduces white dominant cultural patterns, racial inequities, and exclusion. The cumulative impacts of many small choices can be as significant as the impacts of big decisions.

To interrupt racial bias and inequities, it is critical to approach decision-making with a racial justice lens and the active participation of BIPOC communities. Without this, racism is likely the default operating system. When we're conscious of choice points and the related racial impacts,

we're less likely to replicate implicit bias and the status quo. Racism can be interrupted and prevented at the point of decision-making, if we use these "choice points" thoughtfully.

With intentional use of a race lens in decision-making, you can shift your organizational culture from one that unconsciously and passively replicates racism, to one that consciously and proactively creates racial equity. If racial equity is truly a priority that is critical to your mission and community impact, there are opportunities to embed a racial equity framework at every turn. The use of the Decision-making for Racial Equity Tool begins with the selection of a choice point--an actual decision to which you will apply the tool. You don't have to select the choice point on your own. In fact, the selection of a choice point and use of a tool is intended to be an inclusive and participatory process--so you can bring more perspectives and leadership to the mix--which will ultimately result in better decisions, actions, and outcomes.

What is your Choice Point?
Enhance or create new amenities to our underserved and low-income communities.

Racial and Social Justice Vision and Values

As you begin a decision-making process—for big or small decisions—it helps to clarify your vision and values. If you are working in an organizational or institutional context, think about which foundational elements—such as an organizational vision statement or set of values—have relevance to your current work and the particular decision under consideration. Especially consider aspects of

your organization’s vision and values that address racial and social justice. You can use an actual copy of your organizational vision and values to highlight key words or phrases that may be helpful for informing this decision-making process. Which aspirations or principles do you want to be sure to emphasize or align with during this decision-making process?

If your organization does not have an articulated vision statement or set of values, or if your organization does not sufficiently or explicitly addresses racial or social justice, you can create the kind of vision and values that could enhance your organization’s work. How could your organization’s work be strengthened by giving more attention and priority to racial equity? How does racial equity connect to your mission or the community engagement and impacts you want to have? You’ll need to work with your colleagues and/or comrades to agree upon, and collectivize a vision and set of values, so that you’re all working in alignment.

Use the boxes below to add keywords, phrases, principles and aspirations that reflect your shared racial and social justice vision and values. You don’t have to have a grand vision for the world or your community. And there’s no need for an exhaustive or perfect list. Keep it high-level and simple. What is your aspiration—or your hopes to accomplish—for the current decision you are considering? What values do you want to highlight and reflect in the process, relationships, and outcomes? How is racial and social justice reflected in your vision and values?

Example Responses

Racial and Social Justice VISION	Racial and Social Justice VALUES
<ul style="list-style-type: none"> • Stakeholders of color and others most directly impacted by this decision have the agency and power to advance equitable and viable solutions that tangibly benefit their community. • All students are provided free, high-quality, honest education to meet their needs and potential with affirmative steps to eliminate and prevent inequities based on race or other factors. 	<ul style="list-style-type: none"> • Equity: fair treatment and outcomes • Inclusion: full access and belonging • Unity / Solidarity: mutual trust and support • Dignity: full respect and rights

<ul style="list-style-type: none"> • An equitable and accessible housing system that ensures that each person has a safe, stable, and healthy home in their community; without bias or barriers due to race, income, or other factors. 	<ul style="list-style-type: none"> • Love: empathy, compassion • Sovereignty: self-determination, especially for indigenous people and nations. • Collective liberation: mutual advancement
---	--

Your Responses:

<p style="text-align: center;">Racial and Social Justice VISION</p>	<p style="text-align: center;">Racial and Social Justice VALUES</p>
<p style="text-align: center;">More equitable amenities for communities for people of color or low income.</p>	

Analysis and Planning Steps: After completing the Readiness Steps, the Analysis and Planning include four steps – the first three (Who? Why? and What?) focus on analysis, then the fourth (How?) focuses on action planning based on your analysis.

The Four Elements of the Decision-making for Racial Equity Tool

Decision-making for Racial Equity Tool

Why are any racial inequities associated with this decision being produced and/or perpetuated?

Result: A Systems & Power Analysis

How can decision-making processes and implementation actions continually align with the values and vision of equity and efficacy?

Result: A Racial Equity Impact Analysis & Equity-centric Decision



Who is most directly affected by this decision--and how can you support and expand the engagement, leadership, and power of BIPOC and marginalized communities?

Result: A Stakeholder Engagement plan

What are some equitable strategies and solutions--and based on projected racial impacts, which option would best advance equity?

Result: An Action Plan

Tip Sheet: Who?

- Identify and list stakeholders of color and other marginalized communities who may be affected by the decision you are making. Identify specific racial/ethnic communities and individual names since people may be differently impacted by the same decision. There are a lot of distinctions within and across BIPOC communities.
- Be especially mindful of who is often missing or marginalized and who is most adversely impacted? Remember the principle: “Nothing about us, without us!” Consider whose perspectives and lived experiences could inform and improve your decision? Who would be a stretch for you to engage and include?
- There’s a continuum of stakeholder engagement--from getting input to exercising leadership and decision-making power. How can you move from tokenistic engagement to authentic representation and increased power of marginalized communities?
- Be mindful of creating authentic relationships with communities you wish to engage—do they want to be engaged, what’s the history of any prior engagement or lack thereof, does trust need to be built, does any prior harm need to be repaired? What kinds of decision-making processes are preferred and/or already used by the community? Are there informal or culturally relevant practices that need to be practiced and honored?
- How can you use this opportunity to develop and expand leadership and shift and share power in favor of BIPOC communities, constituencies, or colleagues?
- Be mindful of intersectionality--how can you engage BIPOC people who are women, LGBTQ, disabled, undocumented immigrants, etc.
- If your stakeholder engagement process involves added time and labor for people of color, consider ways to compensate or reward them.
- What practices or processes can be built in to ensure ongoing trust and accountability between different stakeholders involved in the decision-making?

Tip Sheet 2: Why?

- There are different ways to do a systems analysis to reveal systemic racism and root causes. One way is to address a series of questions such as: What are the racial inequities related to the decision you are making? Who currently benefits most and who is harmed most? What evidence of inequities do you have or need? What patterns of power, especially white dominant power, are involved? What institutional/organizational policies or practices are contributing to the inequities? What historical developments are relevant? What cultural norms or popular narratives are reinforcing the inequities? What intersecting or compounding dynamics besides race are involved?

- Another method is using the “Five Whys” to help you dig deeper and get to root causes. For example, ask “Why do the racial inequities exist?” Then, however you respond, ask, “Why is that happening? With each new response, ask “Why” again, for at least five or more times. Since racism is a complex system, there can be multiple root causes.

- You can also use the “Iceberg Analysis.” This involves probing four areas of the topic: 1) Culture: the everyday normalization and replication of racism, 2) History: the roots and cumulative impacts of white domination in the U.S. 3) Interconnected institutions and policies--compounding relationships and rules that reinforce racism, and 4) Racial Ideology--the popular myths, ideas and narratives that perpetuate racial hierarchies.

- In addition to a Systems Analysis, you can do a Power Analysis by mapping who has decision-making power related to the issue you are exploring. You can also apply a race lens by examining the racial identities of decision-makers with an eye towards seeking ways to shift and share power.

Worksheet: What?

Element	Prompts	Results
What?	<p>What are some equitable strategies and solutions--and based on projected racial impacts, which option would best advance equity?</p>	<p>An Equity-centric Decision—a selected strategy or solution, based on a racial equity impact analysis.</p>

Questions

1. What are some strategies to advance racial equity for your choice point? *(Try to develop at least a few different options)*
2. What are the positive and negative racial impacts of each option for different racial groups and/or other marginalized communities? Are there any ways you could mitigate the negative impacts?
3. Which option might best advance equity?

Tip Sheet: What?

- When brainstorming solutions or strategies, try to generate multiple options--not just the first thing that comes to mind. What would address root causes? What could tangibly benefit BIPOC communities most? What would be an outside-the box, bold option? Generating multiple options helps you stretch your equity mindset and muscles.
- As you consider different strategies and solutions, connect them to your organization's mission, vision, values or strategic priorities.
- Once you've generated some options, it's time to assess how different racial and ethnic communities would be impacted by the different proposals. What may be the positive or negative racial impacts? How would people who face multiple forms of oppression (with intersectional identities) be impacted? Which option can generate the most benefit

to the most marginalized? Which option will do the least harm? Use your best evidence and input from multiple perspectives, and even some guessing to predict possible outcomes. Then weigh the pros and cons of the different options and select the one that you think will best advance racial equity in the current moment for your context or situation.

- It is helpful to use whatever data--both quantitative and qualitative--to help you project and assess racial impacts. Examples of data may be demographic and U.S. Census data, racial disparity data, personal testimonials, historical data, etc.
- The goal is to arrive at an “equity-centric decision”—one that prioritizes the voices and choices of BIPOC communities, with conscious attention to racial impacts.
- If you are seeking more robust ways to conduct Racial Equity Impact Assessments, some resources for additional ideas and prompts can be found at the following links: [Racial Equity Tool \(Government Alliance on Race and Equity\)](#) [Racial Equity Impact Assessments Toolkit \(Race Forward\)](#)

Analysis and Planning Steps: The previous steps (Who?, Why? and How?) focused on analysis next step (How?) focuses on developing an action plan, informed by your analysis.

Worksheet: How?

Element	Prompts	Results
How?	<p>How can decision-making processes and implementation actions continually align with the values and vision of equity and efficacy?</p> <p><i>Write plans on the chart on the next page.</i></p>	<p>An Action Plan that shifts and shares power to ensure inclusion, equity, success, and sustainability.</p>
Notes	(Complete Action Plan chart below)	

Action Plan

Choice Point:

Vision:

Just list high-level goals and activities on this chart. To make your workplan manageable, you can put it to the “A-B-C-D Test”. A=Absolutely essential, B=Beneficial, C=Cut, and D=Delay, to keep focused on priority work.

Tip Sheet: How?

- Identify ways you can change both the decision-making process and the decision implementation to make it more inclusive and equitable. For example, you may need to extend the timeline to allow for more stakeholder engagement, data collection and analysis, and deeper exploration of systemic racism and racial equity.
- You can use “backwards mapping” – once you know where you are trying to get to, then map out each step to get you there.
- Identify desired results for both your decision-making process and your decision implementation. Then identify corresponding activities, success indicators, key dates, and who can lead each activity. You can develop “SMARTIE Goals”-- Strategic, Measurable, Ambitious, Realistic, Time-Bound, Inclusive and Equitable to ground and guide your plan. More information is at: [SMARTIE Goals Worksheet \(The Management Center\)](#)
- Identify some mechanisms to ensure success, sustainability and accountability? Identify some success indicators and ways to document and measure them to help track progress? What would success look and feel like?
- Results-Based Accountability (RBA) is a framework for measuring success where you assess 1) Quantity: how much did we do?, 2) Quality: how well did we do it? and 3) Impact--is anyone better off?(especially BIPOC communities) More information is at: [Racial Equity: Getting to Results \(Government Alliance on Race and Equity\)](#)
- Another framework is the “Dimension of Success” which asks you to identify and measure your: 1 Results, 2) Process, and 3) Relationships. More information is at: [Dimensions of Network Success \(Interactive Institute for Social Change\)](#)
- Identify ways to shift and share power and to spread out the workload. Avoid over-relying on the labor of BIPOC people. Racial equity is everyone’s work.

- There's an example completed action plan in **Appendix 1** of this Toolkit that illustrates some action steps.

High-Level Summary of Decision-making for Racial Equity

What is your choice point or decision-making topic? _____

Element	Prompts & Practices	High-Level Response
Who?	Who is most directly affected by this decision-- and how can you support and expand the engagement, leadership, and power of BIPOC and marginalized communities?	

Why?	Why are any racial inequities associated with this decision being produced and/or perpetuated?	
What?	What are some equitable strategies and solutions--and based on projected racial impacts, which option would best advance equity?	
How?	How can decision-making processes and implementation actions continually align with the values and vision of equity and efficacy?	

Implementation Steps: Now that you have an action plan, the next step is to implement the plan. While doing so, document and evaluate your progress and results so you know whether you are making an impact or whether you need to adapt or refine your plans.

Document and evaluate your progress and results.

In your action plan, there is a column for “Success Indicators and Measures.” Be sure to identify some clear success indicators, then create some mechanisms and timelines to track and document them, as well as to evaluate the data you collect.

P

As mentioned in the Tip Sheet in the previous section, a few helpful frameworks for evaluation measures include:

- Results-Based Accountability (RBA) is a framework for measuring success where you assess 1) Quantity: how much did we do?, 2) Quality: how well did we do it? and 3) Impact--is anyone better off?(especially BIPOC communities) More information is at: [Racial Equity: Getting to Results \(Government Alliance on Race and Equity\)](#)
- Another framework is the “Dimension of Success” which asks you to identify and measure your: 1 Results, 2) Process, and 3) Relationships. More information is at: [Dimensions of Network Success \(Interactive Institute for Social Change\)](#)

Desired Results	Key Activities	Success Indicators & Measures	Key Dates	Who

You can also use surveys to collect information periodically from those you have engaged in using the Decision-making for Racial Equity Tool. If your stakeholders and participants are attending trainings on Decision-making for Racial Equity, you can also use surveys related to the trainings, examples of which can be found in Appendix 2.

- Pre-Training Survey: This survey can be used for baseline data, prior to participating in the training on the tool, to document current practices and competencies.
- Post-Training Survey: This survey can be used at the end of participating in the training on the tool, to assess the usefulness of the training and the readiness of participants.
- Longitudinal Survey -- This survey can be used after you have actually used the tool. At selected intervals--e.g. 3, 6, and 12 months after using the tool--you can administer the same survey to provide data on your progress and impact to compare to baseline data.

By participating in periodic evaluations of your use of the tool, there are several benefits:

- You can assess the impact of use of the tool over time
- You can collect and share lessons, successes, and stories of impact.
- You can contribute to the continuous improvement of the trainings and the tool.

Operationalizing Steps: Using the DRE Tool is not meant for one-time use. To have the most in identify ways for people across your organization to use the tool on an ongoing basis for all kinds of decisions. This is called operationalizing or institutionalizing the tool as a core practice in a race-conscious and equity-centric organization. These are some steps build and embed this practice.

Building a Race-Conscious and Equity-centric Organizational Practice and Culture

Using the Decision-making for Racial Equity Tool can be a practical way to build a race-conscious and equity centric organizational practice and culture.

You can think of building this work in stages:

- **Initial training:** A lead team from your organization participates in a training to become familiar with the tool, and gain some practice, using the tool.
- **Piloting:** A working group is created with those eager to learn, apply, and pilot or prototype the use of the tool. This group selects an actual organizational decision or choice point, then applies the tool to guide their decision-making process. The more intentional you can be about who to bring in as workgroup participants, and documenting your progress and results, the better. If you have a lot of interest and readiness, you can create multiple workgroups to apply the tool to different choice points, simultaneously.
- **Sharing Experiences:** The workgroup(s) can then share their experiences, insights, progress and success stories with others so that you are building a learning organization that's gleaning lessons from real-time practice.
- **Spreading:** Engage more colleagues and allies in learning and using the Tool. Create more working groups--within and/or across departments or programs, depending on the choice point--that can engage a growing number of people in the work. Continue sharing experiences and lessons, and especially highlighting success stories across your organization. You can also share progress and success with other allies and practitioners in your field.
- **Scaling:** As more people in your organization learn and use the tool, you can identify ways to make it part of your ongoing operations. For example, you can create new policies, institutional practices, and protocols that incorporate the tool and/or other race-conscious and equity-centric strategies. Over time, you can consider creating new standards -- e.g. every department uses the tool, every supervisor engages their teams in using the tool, address in performance appraisals how employees use the tool, requiring use of the tool for all budgeting and policy decisions, etc. The more you operationalize it, the more ongoing and long-term impact it will have.

Sharing Your Learnings and Success

Based on your experience using the tool, we hope you can create shareable stories that highlight insights and impacts. Sharing stories of your experience can inspire and encourage more colleagues and allies to engage in race-conscious and equity-centric decision-making.

The arc of the success stories you craft can include:

- Your initial decision-making process and its impacts prior to using the tool;
- Your experience using the tool and how changed your decisions and actions; and,
- The impacts of using a race-conscious, equity-centric decision-making process-- specifically, how it advanced racial equity and benefitted BIPOC communities.

Appendix 1

Example Use of the Decision-making for Racial Equity Tool: Organizational Scenario

“School Family” is a non-profit direct service organization that provides supplemental educational and enrichment programs for low-income families in urban neighborhoods. It was started in the 1960s civil rights era by wealthy white civic leaders and Black religious leaders who joined together to improve neighborhood conditions and opportunities. School Family is now a large, well-established and well-resourced organization. It runs after-school and summer school programs at a dozen public and private elementary and middle schools.

The neighborhood demographics have shifted over the years from largely Black to, now, about half Black and Latino residents, with most whites having left for other neighborhoods or suburbs. There are many neighborhood issues that contribute to poverty and racial inequities, such as disinvestment by the city, low-paying jobs and high unemployment, low-quality housing stock and slum landlords, racially biased policing and harassment of immigrants, overcrowded schools with punitive disciplinary practices, etc. School Family steers clear of these issues and tries to focus on providing needed services. They also don't want to make waves or turn off donors.

The Board is racially mixed, but the white members have always been in the majority and hold more power because of their wealth and relationships to wealthy donors and corporate sponsors. The Executive Director is Black, the Human Resources Director is Latino and the rest of the senior staff is white. More people of color work at the lower staff levels in administrative support positions. Some staff of color have kids who are served by the organization's programs. Many of the organization's after-school and summer programs are led by white private high

school students who get a stipend and work study credit for their service hours. These students--called counselors and coaches--are often enthusiastic, though not very connected to the students or families served by the organization, often living in adjacent neighborhoods.

Some of the participating families have been making requests for more culturally relevant programming. They are grateful to be served by the programs, so they can't make too many waves or demands. But there are a lot of linguistic and economic barriers, as well as racial issues in the schools and community that are never acknowledged or addressed. Also, for many years, staff of color have also been critical around issues of pay equity and promotions. Some staff have been hesitant to raise these equity issues because there's a Black E.D.

Since the rise of the Black Lives Matters protests, the organization has held some staff Racial Equity trainings and created a voluntary staff Racial Equity committee made up of several dedicated staffers of different races. The Executive Director is committed to making organizational change. The Committee meets monthly to discuss various racial issues. The Committee has organized some brown-bag lunches with guest speakers and has sponsored an employee book club focused on authors of color and books on racial issues. The Racial Equity Committee has been less effective at changing any of the organization's core programs, policies, or structures to be more racially equitable. A small delegation from their Racial Equity Committee recently attended a Building Racial Equity training. And, they now want to start using their choice points and a racial equity tool for making some of their decisions. Every three years, the organization does an evaluation of their after-school programming, so they've decided to use a racial equity decision-making tool to see if any revisions or updates are needed.

Example High-Level Summary of Racial Equity Decision-Making

What is your choice point or decision-making topic? Conducting a tri-annual review and redesign of after-school programming to make it more culturally relevant and equitable.

Element	Prompts & Practices	High-Level Response
Who?	Who is most directly affected by this decision-- and how can you support and expand the engagement, leadership, and power of BIPOC and marginalized communities?	<ul style="list-style-type: none"> The families in the local neighborhoods served by the school, according to the census, are 48% Latino or Hispanic, 42% Black, 5% White, 3% Asian and Pacific Islander, 1% Native American, and 6% two or more races.

		<ul style="list-style-type: none"> • The Racial Equity committee creates a work group made up of community stakeholders, mostly people of color--including parents, some high school students who used to be in the afterschool program, and some School Family employees of color from the neighborhood. • The community members are compensated with a meal, and grocery store gift cards, public transit cards, and childcare is provided during meetings. The workgroup will make recommendations on program changes.
Why?	Why are any racial inequities associated with this decision being produced and/or perpetuated?	<ul style="list-style-type: none"> • The community working group found that the white coaches and counselors often don't understand their kid's racial and cultural backgrounds. • They see patterns of racial bias and disciplinary practices that mimic the public schools. • School Family focuses on sports like volleyball and softball, floor hockey and kickball, while local kids in prefer soccer and basketball--a cultural mismatch. • And high school students of color can't get jobs as counselors and coaches because of the work-study exchange programs with the predominantly white private high schools (and they can't afford to work for stipends like the white students). • Families can't afford public transportation to get kids home from school due to low household incomes and racial wage and wealth gap.
What?	What are some equitable strategies and solutions--and based on projected racial impacts, which option would best advance equity?	<ol style="list-style-type: none"> 1. Set a goal of 50 % coaches and counselors of color within two years and 75% in three years. And ask the E.D. to seek corporate or philanthropic sponsors to fund good-paying jobs for the student coaches, targeted at local high school students of color, some bilingual. Coaches of color could be role models for the younger children. And high school students of color would have more access to paid after-school and summer jobs, which could help them earn money

		<p>and work experience that could help with college acceptance.</p> <p>2. Create intramural soccer and basketball teams, so kids can have experience in team sports that they enjoy (which their families often can't afford), with coaches of color.</p> <p>3. All coaches and counselors will get racial justice and restorative justice training, and more racial data will be collected on how kids in the program are disciplined.</p> <p>4. Provide subsidized public transit passes for kids who need them for getting home.</p>
<p>How?</p>	<p>How can decision-making processes and implementation actions continually align with the values and vision of equity and efficacy?</p>	<ul style="list-style-type: none"> • Recommendations will be sent to the senior staff. • A rough workplan and timeline was developed. • Make the community working group a permanent and paid advisory group to the organization. • Use tool again to evaluate summer school programs. • Compile and share quarterly reports to staff, board and community on progress toward goals. • Hire a Senior Director of Equity to support Racial Equity committee and community stakeholder group. • Consider inviting community working group members to become Board members, so they can bring their experience and expertise to a higher level of power.

Example Action Plan

Desired Results	Key Activities	Success Indicators & Measures	Key Dates	Who
Maximize local community of color input in revising/updating after-school programming	Create and Convene Community workgroup (meet monthly)	How many POC on workgroup	Monthly mtgs beginning in April	10 local community members of color + Racial Equity committee leads
Compensate workgroup	Secure funding	All members compensated for all mtgs.	Beginning in April	Get approval and funding from E.D.
Decide recommendations	Develop recommendations; Approve them	A set of racially equitable recommendations	By end of July	Workgroup. With Sr Team approval
Approve recommendations	Senior Team decision	An updated and approved set of program revisions	Implement at beg. of next school year	Senior Team
Fund Recommendations	Secure corporate and philanthropic support	Goal to raise \$ 400 and/or shift budget	Secure by July	E.D. & Development Team
Implement Recommendations	Hire Racial Equity Director, Hire new coaches	Hire 25%, 50% and 75% coaches of color in Yr. 1, 2, and 3	All hires by end of Aug.	E.D. hires Director, Program Directors & Racial Equity team hires coaches

Appendix 2

Organic Garden

Use this space to keep track of questions, ideas, or insights that organically arise that you may want to revisit with further cultivation, reflection, research.

Attachment D

Racial Equity Pocket Questions

What are the racial impacts?

Who is or will experience burden?

Who is or will experience benefit?

What are the root causes of inequity?

What might be the unintended consequences of this action or strategy? on or strategy?

COUNCIL AGENDA COVER SHEET

(Template Shown)

TITLE OF AGENDA ITEM

PURPOSE: [Enter the purpose information here.]

DEPARTMENT: [Enter your Department Here]

CONTACT INFORMATION: [Enter your contact here]

COUNCIL DIRECTION:

Race/Equity Climate Comprehensive Plan Other

Council Direction Statement

[Place an "X" above beside which priorities this agenda item helps primarily advance. Then enter a short statement of how this agenda item relates to Council directive(s)/priorities checked above]

INFORMATION: [Enter item background and information here]

FISCAL IMPACT: [Enter the Fiscal and or staff impact here. Please review all fiscal impact statements with the Finance Department in advance.]

RECOMMENDATION: [Enter your recommendation to the Town Council here.]