

PPOL 514 Public Management

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Social Equity Impact Assessment and Stakeholder Analysis

Inequities and disparities exist in most policy areas, across many government programs and service delivery outcomes. Inequities can be produced or exacerbated as a result of processes and decisions made at various points in the policy process, particularly around policy implementation and management (even when they are seemingly “neutral”, i.e., void of race, class, gender, citizenship). As such, it is important to continuously reflect on how decisions in the public sector may inadvertently lead to differential and disparate outcomes across groups.

Social Equity Impact Assessments (SEIA) allow for a systematic way to assess and prevent potential disparities from arising as it pertains to the impact of policies, practices, programs, plans and budgetary decisions. By addressing these important questions, you can better understand where inequities and disparities may appear, why they are occurring and determine how best to proceed.

In practice, it is important to get participation from a diverse group of community members and organizations when answering these questions to avoid any blind spots. That said, as part of this assessment, you will also incorporate a stakeholder analysis. Understanding stakeholders with a vested interest in the issues is imperative to the success of any policy implementation. Stakeholders are all those who need to be considered in achieving project goals and whose participation and support are crucial to its success. As part of the stakeholder analysis, you should complete a power versus interest grid. Power versus interest grids “array stakeholders on a two-by-two matrix where the dimensions are the stakeholder’s interest (in a political sense as opposed to simple inquisitiveness) in the organization or issue at hand, and the stakeholder’s power to affect the organization’s or issue’s future” (Bryson 2003, p. 14).

For the purposes of this assignment, please choose a real decision or action currently being considered or recently made by a government agency of your choice that impacts public service delivery (e.g., decision to close a low performing school, decision to reallocate funding from police to mental health professionals, etc.). Once you have chosen a concrete decision or action consider the following questions (some questions may be more or less applicable given your context) and submit a written summary of no more than **3 pages, single spaced, 12-point font, 1-inch margins**. References should be included and this will not count toward your page limit. All assignments should be submitted through Canvas on the day it is due. Any late papers will receive points taken off for each late day.

Your 3-page written analysis should include this general information:

1. **Background and Context**

- a. What is the policy/program/practice/plan that you are choosing to focus on? What is its intended purpose and/or what results are desired?
- b. What sociodemographic groups (racial, ethnic, class, gender, religious etc.) may be most impacted by and/or concerned with the issues related to this policy/program/practice/plan? How will each group be affected (advantaged or

disadvantaged) by the issues this proposal seeks to address? How are they affected differently?

2. Stakeholders and Power versus Interest

- a. Who are the top 3 important stakeholders that could impact the outcome of this policy/program/practice/plan and what are their interests here? Why do you need to address their needs? How are they likely to react to the current policy/program/practice/plan? Where do they fall on the power versus interest grid? What are their preferences and expectations with regard to this policy/program/practice/plan?
- b. Are the voices of all groups affected at the table? Have stakeholders from different sociodemographic groups been informed, meaningfully involved and represented in the development of this policy/program/practice/plan? Who's missing and how can they be engaged?

3. Impacts and Evidence

- a. Do current inequities or disparities exist around this issue or closely related ones? If so, what quantitative and qualitative evidence of inequity exists? What evidence is missing or needed? Have disparities been narrowing or expanding?
- b. If disparities exist, how did they arise? What factors may be producing and perpetuating inequities associated with this issue?
- c. How will current disparities then be affected by this policy/program/practice/plan (adversely or positively)? For this policy/program/practice/plan, what strategies are being used, and how will they be perceived by each group?

4. Recommendation and Implementation

- a. How could adverse impacts be mitigated or prevented? What positive impacts on equity and inclusion, if any, could result from a modification or revision to the policy/program/practice/plan? Which sociodemographic groups could benefit? Are there further ways to maximize equitable opportunities and impacts (in culturally appropriate, inclusive ways)?
- b. Is the modification realistic, adequately funded, with mechanisms to ensure successful implementation and enforcement? Are there provisions to ensure ongoing data collection, public reporting, stakeholder participation and public accountability?

Grading Scheme

Points	Description of the policy context and focus area
3	<i>Student fully describes the key policy/program/practice/plan and policy context in a meaningful way. The student includes supporting facts and evidence as to why this is important. Student clearly articulates the various sociodemographic groups that are most impacted and demonstrated those impacts.</i>
2	<i>Student somewhat defines the key policy/program/practice/plan and policy context but some important details are left out, leaving the reader missing information. Student provides some articulation of why certain sociodemographic groups are impacted over others but does not demonstrate a firm grasp or understanding of the potential impacts.</i>
1	<i>Student does not describe the key policy/program/practice/plan and policy context at all or describes it in a manner that confuses the reader. Student is too vague with identifying how sociodemographic groups could be impacted.</i>
	Stakeholder identification and Power vs. Interests

5	<i>Stakeholder individuals and organizations have been clearly listed and their motivations, preferences and expectations articulated – their importance is clear to the reader. Student presents a clear power versus interest grid, clearly visualizing where each stakeholder falls and explaining this as well.</i>
3	<i>Stakeholders are loosely argued as important, but lack a compelling argument. Student does not present a clear differentiation between stakeholders on the power versus interest grid and/or fails to clearly explain this in text.</i>
1	<i>Student has not articulated the importance of the stakeholders identified. Obvious and important omissions are made, such as the power versus interest grid.</i>
	<i>Substantive analysis and recommendation</i>
9	<i>Student presents innovative/interesting discussion around impacts and provides clear and convincing evidence to support their arguments and predictions. The student makes a strong case for a course of action that is feasible to address adverse impacts and promote equity. Student displays deep grasp of class material, theoretical concepts, and makes creative connections between different aspects of the course.</i>
6	<i>Student presents a clear discussion around impacts but does not present it in an innovating, interesting or captivating manner. The student does not make a strong case for one action over the other to mitigate or prevent harm. Class material is incorporated but not cohesively woven throughout.</i>
3	<i>Student presents surface-level understanding of impacts, doesn't convincingly provide evidence to support, makes recommendations that are not feasible, or simply repeats material discussed in class and reading (without demonstrated mastery of comprehension, independent thought or critical analysis).</i>
1	<i>Student is too vague when explaining the impacts, does not present compelling evidence to support arguments and recommendations, and does not incorporate any learnings from class or alternatives.</i>
	<i>Structure and Writing</i>
3	<i>Student's writing is clear, succinct, and logical. No superfluous sentences or tangential material included. References are properly cited. There are no spelling or grammatical errors.</i>
2	<i>Student's writing is clear, but student misunderstands what is necessary for a public manager, leading to some tangential/unnecessary material. Some references are properly cited. There are some spelling or grammatical errors.</i>
1	<i>Student's writing is unclear, structured inappropriately. The reader has to refer back and forth throughout the menu because the flow is not logical. References are not properly cited or are missing. There are many spelling or grammatical errors.</i>
20	<i>TOTAL POSSIBLE POINTS</i>

Please note – the instructions for this assignment were adopted from the following resources and you can use these resources to further assist in your assignment:

The Annie E. Casey Foundation. (2006). *Race Matters: Racial Equity Impact Analysis*. Baltimore, MD. Retrieved from <https://www.aecf.org/resources/race-matters-racial-equity-impact-analysis/>

How to Design Racially Equitable Legislation for Residents of the District of Columbia: A Resource for Councilmembers and Staff. Retrieved from <https://static1.squarespace.com/static/5ffa2eb4a24aef1e5b91c0d6/t/60d0cc7145694b3086473cbf/1624296562097/Designing+Racially+Equitable+Legislation+Toolkit+-+Fillable+PDF.pdf>

Race Forward: The Center for Racial Justice Innovation. (2009). *Racial Equity Impact Assessment*. New York, NY. Retrieved from https://www.raceforward.org/sites/default/files/RacialJusticeImpactAssessment_v5.pdf