

City of Chicago RACIAL EQUITY ACTION PLAN

Under the City of Chicago's Municipal Code (Ch. 2-4-100), all City of Chicago departments must create and maintain Racial Equity Action Plans (REAPs) "to articulate and guide strategy aimed at advancing equity and making it a permanent pillar in all departmental workstreams." Progress on all REAPs are accounted for annually as a part of the City of Chicago's budget process. This document outlines the components of the REAP and ensures that all strategies are aligned to Chicago's citywide vision: ***All people and all communities have power, are free from oppression, and are strengthened by equitable access to resources, environments, and opportunities that promote optimal health and well-being. (HC2025)***

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THE CITY OF CHICAGO'S DEFINITION OF EQUITY

Equity is both an outcome and a process:

As an **outcome** equity results in fair and just access to opportunity and resources that provide everyone the ability to thrive. Acknowledging the present and historical inequality that persist in our society, equity is a future state we strive to create where identity and social status no longer predestine life outcomes.

As a **process**, equity requires a new way of doing business: one that

- (1) Prioritizes access and opportunities for groups who have the greatest need.
- (2) Methodically evaluates benefits and burdens produced by seemingly neutral systems and practices.
- (3) Engages those most impacted by the problems we seek to address as experts in their own experiences, strategists in co-creating solutions, and evaluators of success.

Further, our focus is on evaluating our own strategies, interventions and resources in a way that prioritizes those who are most negatively impacted by current policies, procedures & practices.

Racial equity focuses on the social construction of race and how it has been used (historically and presently) to unjustly distribute opportunity and resources based on a person's skin color, heritage, ethnicity, and/or national origin. Advancing racial equity requires an analysis of systemic racism inclusive of the ways harm is created at the individual, interpersonal, institutional, and structural levels. It also requires a commitment to dismantling systems that perpetuate racialized outcomes and rebuild systems that produce systemic inclusion.

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The coordination of the development and implementation of City of Chicago REAPs is led by the Office of Equity and Racial Justice. For more information about REAPs and/or the work of the office visit www.chicago.gov/equity.



RACIAL EQUITY ACTION PLAN

The City of Chicago's Vision: All people and all communities have power, are free from oppression, and are strengthened by equitable access to resources, environments, and opportunities that promote optimal health and well-being. (HC2025 Vision)

1. Public Health & Services

Citywide Desired Result:

All Chicagoans are healthy and benefit from a full range of health and human services.

Community indicators:

What data can you examine to understand the status of the citywide desired result?

- * # of Black people diagnosed/hospitalized with diabetes and obesity in prioritized neighborhoods.
- * The Lead Rates in the number of black children between the ages of 0-5 years in prioritized neighborhoods.
- * # of Black home/property owners in the prioritized areas.

Define the Problem

Identify the problem creating barriers to advancing the citywide goal.

Be explicit about which populations or communities you need to focus on. Consider who is most negatively impacted and most marginalized on the issue.

Lead exposure is the highest in the black and brown communities.

Identify Root Cause(s)

What is contributing to the problem?

How has systemic and structural racism shaped historical and current events related to the problem?

The Department of Water Management identifies potential health issues as a result of older buildings, historical lack of physical resources, and historical financial and wealth gaps as a result of racial inequity and systemic racism in predominately black and brown communities. Historical lack of resources due to government exclusion of predominately black and brown communities. Lower requests for kits to test for lead in drinking water, higher levels of lead in water, and health issues are attributed to the older structures/buildings in predominately black and brown communities. Historical wealth gaps in communities of black and brown create unaffordability for structural improvements to homes and businesses.

Define the Opportunity

Identify opportunities for your department to advance the citywide desired result.

In working to advance the citywide equity goal of ensuring all Chicagoans are healthy and benefit from a full range of health and human service, DWM will partner in strategy with the residents and business owners in the South and Westside neighborhoods of Englewood, North Lawndale, and Austin. We will build, grow and maintain relationships with constituents and community outreach leaders.

Because research and data show higher health issues in our most vulnerable population, children ages 0-5 years old, due to lead service lines in older buildings, the Department of Water Management will work to ensure the daycares in the areas of Englewood, North Lawndale, and Austin will be prioritized in the implementation of the City’s lead service line replacements (LSLR) for daycares.

| <p>Department Strategy: <i>What are the department's overarching strategies for this priority area?</i></p> <p><i>Actions</i> <i>What steps will the department take to advance each strategy.</i></p> | <p>Timeline <i>By when will the department achieve this?</i></p> | <p>Performance Measures <i>How will the department know if it achieved its goal? Identify metrics that indicate success. (e.g. staff composition and # of organizations served)</i></p> | <p>Implementation Plan <i>What specific steps will the department take to carry out each action? Identify necessary stakeholders to advance this action e.g. internal department divisions/bureaus, other government agencies, community organizations, etc.</i></p> | <p>Status <i>Departments will report the status of each action annually at budget time.</i></p> |
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A. DWM STRATEGY 1: Collaborate with Daycares in historically disadvantaged communities to address barriers to DWM and City services and programs and develop a guide that allows Daycares to more easily navigate through City services and the City of Chicago licensing and inspection process that is unique to Daycares.

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| <p>Action #1 Identify and meaningfully engage daycares in economically disadvantaged communities having among the highest lead levels to discuss barriers to utilizing DWM services and programs.</p> | <p>April - Ongoing</p> | <p>Identify key/priority communities # of key communities present Participation by community members, DWM, and DFSS in meetings Key takeaways identified % Survey conducted and returned</p> | <p>Analysis of various data indicates that the highest lead levels exist in three specific community areas, all of which are communities of color. Specific Steps include: working with other City departments and DWM consultants on the identification of key data metrics; review of existing data sets to identify specific communities that would benefit most from engagement with DWM; following community identification, contact specific daycares in prioritized communities to request that they participate in community engagement sessions with DWM; schedule the community engagement sessions with daycare providers; receive feedback from community daycare providers relative to involvement with DWM and on DWM programs. Daycares within these communities were identified, contacted, and all meetings were conducted via Zoom. Various issues were raised. A common issue identified was the complexity and confusion of licensing and permitting of daycares, especially in light of the various City departments and DFSS involvement. DWM proposes that a guide/pamphlet be developed to aid Daycares in navigating the process.</p> | |
| <p>Action #2 Develop a guide/pamphlet that allows Daycares to more easily navigate the licensing and inspection process.</p> | <p>Aug-22</p> | <p>Provide a checklist to DFSS on City services % of daycares who participate/review guide Completion of an informational guide/pamphlet for daycare licensing</p> | <p>Meet internally with DWM to identify DWM responsibilities related to licensing and permitting. Research and/or meet with other City departments and DFSS to understand their roles and responsibilities. Compile information and incorporate it into a Guide/Pamphlet. Share the draft version with departments, DFSS, and daycares for their review and input.</p> | |

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| <p>Action #3 Produce the guide/pamphlet and make it available to Daycares.</p> | <p>Dec-22</p> | <p># of daycares who receive and utilize guide # of 311 requests</p> | <p>Incorporate revisions suggested by Daycares from the previous meeting. Review with DWM and other departments/agencies. Make information available to Daycares (Citywide) electronically (email and on departments' websites), in hardcopy, or telephonically by coordinating with 311 and/or BACP. Conduct a follow-up survey with Daycares. Periodically review to ensure information is up to date and accurate.</p> | |
| <p>B. DWM Strategy 2: Develop and implement a Lead Service Line Replacement (LSLR) program for Daycares in economically disadvantaged and historically disinvested communities to reduce potential levels of lead among children.</p> | | | | |
| <p>Action #1 Community engagement with priority community daycares to develop a plan for LSLRs. These are economically challenged communities. Providing financial and technical assistance as part of the plan is critical to participation and the eventual reduction of lead levels in the water.</p> | <p>May - October 2022</p> | <p>Bi-monthly meetings scheduled with priority communities # of daycares who participate</p> | <p>Conduct community engagement meetings via Zoom with daycare providers in prioritized communities. Share more details on the current and proposed LSLR programs in a PowerPoint. Get direct feedback from participating daycares. Conduct post-meeting surveys.</p> | |
| <p>Action #2 Secure Contractors(s) to perform actual LSLR work.</p> | <p>Jul-22</p> | <p>The contract is awarded by Chicago's Department of Procurement Services (DPS).</p> | <p>DWM works with DPS to develop the scope of the contract including the dollar amount and specific services to be provided. The contract is bid and awarded. DWM works with Contractors to ensure proper program execution.</p> | |

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| Action #3 Review lead testing data and other data to prioritize specific locations for LSLRs in prioritized communities. | Aug-22 | Finalize a program selection and timeline of specific daycare recipients of LSLR. | Collaborate with DWM Water Quality, DFSS, and the Community Safety Coordination Council to develop a priority list of daycares for LSLRs that includes daycares from the prioritized communities. Further, refine this list with a list of daycares that Elevate Energy will target for internal plumbing repairs (non-City program funded by WIIN Grant) in order to provide a comprehensive service approach. | |
| Action #4 Implement replacement of Daycare LSLRs | Jan-23 | Daycares in prioritized communities participate in the program and get their LSLs replaced at no cost. | DWM to identify a DWM program manager (PM). Upon the DPS contract award, DWM PM has an initial kickoff meeting and provides the contractor with a list of daycares for LSLRs. The contractor begins the project, engages property owners in the pre-construction meeting, DWM undertakes design, the contractor performs field verification, the contractor performs work, the contractor performs the final punch list, and the contractor closes the project. DWM pays the contractor. | |
| Action #5 Monitor program's success | 2023 and beyond | Determine how many lead service lines in Daycares have been replaced in prioritized communities. Determine how many children have been serviced by LSLRs. | Conduct quarterly roundtables with participants. These sessions will ensure that DWM is making progress toward LSLRs. Make programmatic changes as needed. | |
| Action #6 Expand program Citywide | 2023 and beyond | Additional funds are secured, other daycares participate, number of lead service lines are reduced. | DWM to work with Mayor's Office and others to secure additional funds and contracts to expand program. Initial prioritization given to those communities with highest lead levels with particular focus on low-income areas. | |

C. DWM Strategy 3: Certain communities have suffered from historical discrimination and institutional disinvestment for decades. DWM will identify and secure funding to implement the Daycare LSLR program both short and long term to allow for the eventual replacement of all Daycare lead service lines. The Daycares

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| Action #1 Secure State Revolving Funds (SRF) for Daycare LSLR program (\$4M for Pilot Block). Anticipated expenditure is \$1.5 M. Use remaining \$2.5M for first round of Daycares. | Jul-22 | SRF funds from Illinois IEPA are received and formally budgeted/allocated. | DWM Commissioner's Office to work with City and State officials to secure SRF funding. DWM submits documentation to Illinois IEPA, including finalized DPS contract. After review and consideration, IEPA awards SRF funding. |
| Action #2 Secure additional monies via US Congressional members. | Jan-23 | Federal funds are received and formally budgeted/allocated. | DWM Commissioner's Office to work with federal partners to secure new federal earmark funding. DWM made formal requests to Chicago congressional members (7 total), asking each for \$2M or a total of \$14M. Waiting to hear back, but if approved, funding would be provided for the 2023 Fiscal Year (Oct 22- Sep 23). |
| Action #3 Secure additional monies via US Senate members (IL). | Jan-23 | Federal funds are received and formally budgeted/allocated. | DWM Commissioner's Office to work with City DC Office and CFO's office to make formal requests to IL Senator Duckworth. |
| Action #4 Secure additional monies via EPA's Water Infrastructure Improvements for the Nation (WIIN) grants program. | Jan-23 | Federal WIIN funds are formally received and budgeted/allocated. | DWM Commissioner's Office to work with City and federal partners to make formal requests to US EPA. |
| Action #5 Secure additional monies via Chicago Capital Improvement Program (CIP). | Jan-23 | CIP funding for daycare LSLRs is received and budgeted/allocated. | DWM Commissioner's Office to work with the Mayor's Office and Office of Budget and Management for funding from the city's CIP. The program's success will be used to justify such requests, including the priority nature of daycares and their large numbers throughout the City. As CIP monies are for larger, long-term projects, this source should be pursued for the long-term success of the program. |

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2. DATA

Citywide Desired Result:

All Chicagoans can obtain, view, or use public-facing data from the City of Chicago.

Community indicators:

What data can you examine to understand the status of the citywide desired result?

The total number of employees in DWM

Types of positions in DWM

Management structures

Progression between titles and positions of all racial groups.

Define the Problem

Identify the problem creating barriers to advancing the citywide desired result.

Be explicit about which populations or communities you need to focus on. Consider who is most negatively impacted and most marginalized on the issue.

The Department of Water Management identifies a historical issue of mistrust of government by the public. Historical and current lack of physical resources, information and accountability; all results of racial inequity and systemic racism in the black and brown communities of Chicago.

The readily availability of this type of data on a granular level. The access to public-facing data contributes to this mistrust and perpetuates an environment that lacks transparency.

Identify Root Cause(s)

What is contributing to the problem?

How has systemic and structural racism shaped historical and current events related to the problem?

The Department of Water Management recognizes the historical denial of union and trade jobs and professional development prevented and blocked the path to middle-class wealth in the black and brown communities, which in turn created substantive economic and social inequities.

Define the Opportunity

Identify opportunities for your department to advance the citywide desired result.

DWM recognizes an opportunity to utilize and improve available data in a granular analysis of the department’s workforce that will identify workforce diversity hiring, retention, development, and promotion by position, tenure, and income among union and non-union employees. Create managed data that is transparent, comprehensive, easily accessible, statistical, and mission supportive.

| Department Strategy <i>What are the department's overarching strategies for this priority area?</i> | Timeline <i>By when will the department achieve this?</i> | Performance Measures <i>How will the department know if it achieved its goal? Identify metrics that indicate success. (e.g., staff composition and # of organizations served)</i> | Implementation Plan <i>What specific steps will the department take to carry out each action? Identify necessary stakeholders to advance this action, e.g. internal department divisions/bureaus, other government agencies, community organizations, etc.</i> | Status <i>Departments will report the status of each action annually at budget time.</i> |
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| A. Department Strategy: Conduct a granular analysis of the department's workforce to better identify workforce diversity, promotion/job change rates among union employees | | | | |
| Action #1 Identify four (4) specific positions that will be the subjects of this analysis | 31-Jan-23 | Identification of four (4) positions | Meet with key DWM executives and managers to review this project and determine which four (4) positions will be reviewed (based on initial awareness of diversity numbers in these positions) | |
| Action #2 Determine the list of the data and other resources that are needed for analysis | 28-Feb-23 | Identification of key data sets and resources including breakdown by position (i.e. % of positions for which information and resources have been identified) | Meet with key DWM executives and managers to determine what data sets and resources for each position selected will be required for successful completion | |

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| Action #3 Determine where data and other resources are located, secure access to data and resources, and begin data collection | 31-Mar-23 | Identification of and access to key data and resources (i.e. % of positions for which information and resources have been obtained) | Obtain access to key data and resources from DWM and DHR with respect to each position that are needed for the analysis. | |
| Action #4 Perform the data analysis (current and historical) | 31-Jul-23 | Required data has been received and the analysis completed. % of positions for whom the analysis has been completed | Review the datasets and resources; identify trends; interview employees as needed; find barriers to career progression | |
| B. Department Strategy Conduct a granular analysis of the department's workforce to better identify workforce diversity, promotion/job change rates among non-union employees | | | | |
| Action #1 Identify four (4) specific positions that will be the subjects of this analysis | 31-Jan-23 | Identification of four (4) positions | Meet with key DWM executives and managers to determine which four (4) positions will be reviewed (based on initial awareness of diversity numbers in these positions) | |
| Action #2 Determine the list of the data and other resources that are needed for analysis | 28-Feb-23 | Identification of key data sets and resources including breakdown by position (i.e. % of positions for which information and resources have been identified) | Meet with key DWM executives and managers to determine what data sets and resources for each position selected will be required for successful completion | |
| Action #3 Determine where data and other resources are located, secure access to data and resources, and begin data collection | 31-Mar-23 | Identification of and access to key data and resources (i.e. % of positions for which information and resources have been obtained) | Obtain access to key data and resources from DWM and DHR with respect to each position that is needed for the analysis. | |

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| Action #4 Perform the data analysis (current and historical) | 31-Jul-23 | Required data has been received and analysis completed. % of positions for whom the analysis has been completed | Review the datasets and resources; identify trends; interview employees as needed; find barriers to career progression |
| C. Department Strategy Development and vetting of recommendations for improved Black and brown diversity based on data analysis. | | | |
| Action #1 Prepare initial recommendations document for improved Black and brown diversity. | 31-Aug-23 | % of recommendations document completed | Following completion of Data Analysis, prepare initial document detailing practical recommendations for substantively improving Black and brown position initial hiring, retention, professional development, and promotion |
| Action #2 Undertake DWM Peer Review of recommendations document | 20-Sep-23 | Completion of Peer Review | Following development of initial recommendations document, identification of DWM peers for review, consultation with, and feedback from, Peers. |
| Action #3 Commissioner approval of recommendations document | 31-Oct-23 | Commissioner approval | Ongoing meetings with the DWM Commissioner to for approval of Recommendations Document. The Recommendations Document will include data-driven practical proposals to actually improve Black and brown hiring, retention, and promotion. |
| Action #4 Integrate findings of Recommendations Document in DWM operations | December 31, 2023 and years to come | Improvements in DWM hiring, retention and promotion of Black and brown persons. | Partner with DWM Personnel Division, Labor Management, and DWM executive team to ensure that the findings and proposed improvements are integrated into DWM's policies for initial recruitment, retention, professional development, and promotion. |

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3. WORKFORCE DIVERSITY

Citywide Desired Result:

All Chicagoans are connected to employment, training, and advancement through the City of Chicago.

Community indicators:

What data can you examine to understand the status of the citywide desired result?

With the use of internal (DWM data) and external data analysis from the City's HR website, we can identify the

- Current workforce by age and race
- Workforce data by age, race, and union status over ten years (trends)
- Job titles showing increase, decrease, static (increase hiring/decrease hiring)
- Union vs. non-union data; change/non-change over ten years (which group has most movement)
- Length of time in job titles (union/non-union)
- Positions hired annually
- Promotion/job change; how often; from what position to which position; who's getting these positions
- Union role in workforce metrics

Define the Problem

Identify the problem creating barriers to advancing the citywide goal.

Be explicit about which populations or communities you need to focus on. Consider who is most negatively impacted and most marginalized on the issue.

The Department of Water Management recognized a significant challenge and imperfection in the lack of diversity, and equity within its workforce (union and non-union) and leadership, in ensuring all Chicagoans with or without skill trade knowledge and/or college degrees are aware and able to apply to the mass variety of positions offered.

Identify Root Cause(s)

What is contributing to the problem?

How has systemic and structural racism shaped historical and current events related to the problem?

The Department of Water Management recognizes the historical denial of union and trade jobs and professional development, starting at the high-school level, prevented and blocked the path to middle-class wealth in women and the communities of Black, Indigenous, and People of Color, which in turn created substantive economic and social inequities.

Define the Opportunity

Identify opportunities for your department to advance the citywide goal.

Be explicit about which populations or communities you need to focus on. Consider who is most negatively impacted and most marginalized on the issue.

Historically the lack of access to higher education and trade schools’ knowledge and acceptance have negatively affected women and Black, Indigenous, and People of Color within the city of Chicago. By creating and marketing a program to train and mentor students at the high school level, who are not interested in college, for positions in the water industry, the Department of Water Management can work to strengthen and increase the diversity of its workforce.

| <p>Department Strategy What are the department's overarching strategies for this priority area?</p> <p>Actions What steps will the department take to advance each strategy?</p> | <p>Timeline By when will the department achieve this?</p> | <p>Performance Measures How will the department know if it achieved its goal? Identify metrics that indicate success. (e.g., staff composition and # of organizations served)</p> | <p>Implementation Plan What specific steps will the department take to carry out each action? Identify necessary stakeholders to advance this action, e.g., internal department divisions/bureaus, other government agencies, community organizations, etc.</p> | <p>Status Departments will report the status of each action annually at budget time.</p> |
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A. Department Strategy: Develop an opportunity to train and mentor non-college bound high school students for future employment in the water industry.

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| <p>Action #1</p> <p>Develop Water Operator in the Training program</p> | <p>3/31/2023</p> | <p>Step-by-step road map created identifying courses required, who or what title(s) will teach coursework, where, when, and how. Define a minimum number of student enrollment.</p> | <p>Meet with key DWM executives and managers and AWWA trade organization (union agreement if necessary) to effectively create a doable program that will attract students.</p> | |
| <p>Action #2</p> <p>Market program to encourage and attain enrollment</p> | <p>6/30/2023</p> | <p>Meetings, presentations and discussions held with various CBO's, PTO's and school-based organizations and programs to explain the program and benefits to encourage enrollment</p> | <p>Follow-ups with known individuals and groups to arrange and set meetings these follow-ups are the next step to previous conversations held about program development). Seek out new groups and organizations to meet with (referrals).</p> | |

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| <p>Action #3</p> <p>Begin 1st training class</p> | <p>30-Sep-23</p> | <p>Minimum of two students committed and enrolled to take training and course work toward attaining a Water Operator in Training Certification with the State of Illinois</p> | <p>Agreement signed by student, parent(s), school principal and DWM Commissioner</p> | |
| <p>B. Department Desired Result (Goal) Grow the Water Operator in Training (WOT) program to extend communications about DWM opportunities and explore possibilities to</p> | | | | |
| <p>Action #1</p> <p>Explore ways to grow and expand WOT program</p> | <p>30-Jun-24</p> | <p>Creation of "lessons learned" list. Options developed to make program better and ways to expand and grow</p> | <p>Meetings with Cmsr and applicable Deputy Commissioners to determine which options are doable and plan for implementation.</p> | |
| <p>Action #2</p> <p>Explore existing union programs (such as 1092's Labor's Apprentice, and 399's Engineer in Training) to determine the feasibility of expansion to high school seniors and/or Junior College students in marginalized areas.</p> | <p>1-Aug-24</p> | <p>Report of findings with 'how-to' / next steps, options if applicable</p> | <p>Presentation of findings to Cmsr and applicable Senior Staff to determine which, if any, next steps can be taken.</p> | |