What is an equity lens?
A systematic examination of how different social identity groups will likely be affected by a proposed action or decision. An equity lens is used to minimize unanticipated adverse consequences in a variety of contexts, including the analysis of proposed policies, institutional practices, programs, plans and budgetary decisions. The equity lens is a vital tool for preventing adverse and/or disparate outcomes and for identifying new options to remedy long-standing inequities. An equity lens process is an analysis conducted by a decision-making group.

Why is an equity lens needed?
Equity lenses are used to reduce, eliminate and prevent discrimination and inequities. The persistence of deep disparities and divisions across social identity groups is the routine, often invisible and unintentional, production of inequitable social opportunities and outcomes.

What are social identity groups?
A social identity is the portion of an individual's self-concept derived from perceived membership in a relevant social group. Examples of social identity groups include but are not limited to: gender identification, class, language, sexual orientation, religion/spiritual beliefs, physical/developmental/mental abilities, race, ethnicity, age, etc.

When should an equity lens be used?
An equity lens analysis is best conducted during the decision-making process, by the decision-making group, prior to enacting new proposals. It is used to inform decisions, much like environmental impact statements, fiscal impact reports and workplace risk assessments.
Renton Equity Lens Process

1. Set Outcomes
2. Involve Stakeholders
3. Gather & Analyze Data
4. Take Action
5. Evaluate Outcomes
6. Report back to Stakeholders
Renton Equity Lens Process

1. **Set Outcomes (Clarifying the Purpose)**
   a. What does this policy / program analysis seek to accomplish? Will it reduce disparities or discrimination? Will it advance equity and inclusion?

2. **Identify and Involve Stakeholders**
   a. Which social identity groups may be most affected by and concerned with the policy / program being analyzed? Have stakeholders from different social identity groups – especially those most adversely impacted – been informed, meaningfully involved and authentically represented in this analysis? Who is missing and how can they be engaged?

3. **Determine Benefit and / or Burden (Data Analysis)**
   a. Gather and analyze data: Which social identity groups are currently most advantaged and most disadvantaged by the policy / program this analysis seeks to address? How are they affected differently? What quantitative and qualitative evidence of inequity exists? What evidence is missing or needed?
   b. Examining the Causes: What factors may be producing and perpetuating inequities associated with this policy / program? How did the inequities arise? Are they expanding or narrowing? Does this analysis address root causes? If not, how could it?

4. **Advance Opportunity or Minimize Harm (Policy, Program or Decision Analysis and/or Action)**
   a. Advance Opportunity: What positive impacts on equity and inclusion, if any, could result from this policy / program? Which social identity groups could benefit?
   b. Minimize Harm: What adverse impacts or unintended consequences could result from this policy? How could adverse impacts be prevented or minimized? Are there better ways to reduce disparities and advance opportunity?
   c. What action will be taken to prevent or minimize adverse impact?

5. **Evaluate. Raise Equity Awareness. Be Accountable.**
   a. What are the success indicators and progress benchmarks? How will impacts be documented and evaluated? How will the level, diversity and quality of ongoing stakeholder engagement be assessed? How will unresolved issues be documented?

6. **Report Back**
   a. At what point in time should an evaluation and report take place? What will be reported? To whom? How will we act on the report information?

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