

# Racial Equity and Social Justice Initiative

## RESJI Tool: Fast-Track Version



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### INSTRUCTIONS

*This abbreviated version of the full RESJ Tool is intended for issues on a short timeline or without a widespread impact.*

*Examples:*

- single piece of legislation already drafted and introduced.
- creation of a single position description and job posting for an open position
- development of a single budget item proposal

*For broader policies and legislation in its beginning phase, please use the full version of the RESJ Toolkit.*

*This tool should be completed by people with different racial and socioeconomic perspectives. When possible, involve those directly impacted by the issue. Include and document multiple voices in this process. The order of questions may be re-arranged to suit your situation.*

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**Mission of the Racial Equity and Social Justice (RESJ) Initiative:** To establish racial equity and social justice as core principles in all decisions, policies and functions of the City of Madison.

**Equity** is just and fair inclusion into a society in which all, including all racial and ethnic groups, can participate, prosper, and reach their full potential. Equity gives all people a just and fair shot in life despite historic patterns of racial and economic exclusion ([www.policylink.org](http://www.policylink.org)).

The persistence of deep racial and social inequities and divisions across society is evidence of bias at the individual, institutional and structural levels. These types of bias often work to the benefit of White people and to the detriment of people of color, usually unintentionally or inadvertently.

**Purpose of this Tool:** To facilitate conscious consideration of equity and examine how communities of color and low-income populations will be affected by a proposed action/decision of the City.

The “*What, Who, Why, and How*” questions of this tool are designed to lead to strategies to prevent or mitigate adverse impacts and unintended consequences on marginalized populations.

### BEGIN ANALYSIS

Name of topic or issue being analyzed:

Potential assignment of Adult School Crossing Guard for the crossing at Ingersoll St and Dayton St.

Main contact name(s) and contact information for this analysis:

Gretchen Aviles Pineiro, Traffic Engineering

Names and affiliations of others participating in the analysis:

Yang Tao, Traffic Engineering  
Patti Knoche, Crossing Guard Supervisor, Police Department  
Virginia Kravik, Crossing Guard Supervisor, Police Department

## 1. WHAT

a. What does the policy, plan or proposal seek to accomplish?

Review the recommendation for Adult School Crossing Guard assignment through a Racial Equity Social Justice lens.

b. What do available data tell you about this issue?

Pedestrian counts were made during the peak school crossing periods (both morning and afternoon) depending upon school start and dismissal times. Only elementary school children are counted. Safe gaps were also measured during the same periods as the pedestrian counts. Historical speed studies were used for the 85<sup>th</sup> percentile speed. A five-year history of reported crashes was analyzed for this intersection. Crossing meets minimum requirements to assign an Adult School Crossing Guard.

c. What data are unavailable or missing?

We had all the data necessary to complete the school crossing analysis.

## 2. WHO

a. Who (individuals or groups) could be impacted by the issues related to this policy, plan or proposal? Who would benefit?

Families with no other method of transportation for elementary school students to get to school will be impacted by the assignment of the crossing guard. Elementary school students that walk to school and use the intersection of Ingersoll St & Dayton St would benefit if a crossing guard is assigned.

Who would be burdened?

The assignment of a crossing guard will be a benefit to the students, family and neighborhood.

Are there potential disproportionate impacts on communities of color or low-income communities?

Neighborhood Indicators Project (2016 Edition) was used to analyze different variables to determine the potential impacts to the school attendance area of assigning a crossing guard. Variables included: Households with Access to a Vehicle, Families in Poverty and Economically Disadvantaged Students. No potential disproportionate impacts.

## 3. WHY

a. What are potential unintended consequences (social, economic, health, environmental or other)?

The assignment of a crossing guard may increase the number of elementary school students that walk to school and reduce vehicle traffic at school drop off – pick up.

## 4. HOW: RECOMMENDATIONS SECTION

a. Describe recommended strategies to address adverse impacts, prevent negative unintended consequences and advance racial equity (program, policy, partnership and/or budget/fiscal strategies):

After analyzing the data provided by Neighborhood Indicators Project, a crossing guard at Ingersoll St & Dayton St is recommended to be assigned.