

Equity Data Handbook

CA Water Board's Office of Information Management and Analysis (OIMA)

2024-07-01

Table of contents

Welcome!	4
1 Background	5
I Getting Started	7
2 Getting Started	8
3 Best Practices	9
4 Establishing Common Language	11
II Data Collection	13
5 Planning	14
6 Data Sources	15
7 Surveys	16
8 Data Limitations	17
III Data Prep & Use	18
9 Data Preparation	19
10 Data Analysis	20
11 Data Visualization	21
12 Demographics Data	22
12.1 Collecting Data	22
12.2 Point Data	22
12.3 Lines	22
12.4 Polygons	22

IV Sharing & Reproducibility	23
13 Data Sharing	24
14 Documentation	25
V Use Cases	26
15 Use Case 1	27
16 Demographics Use Case	28
17 Resources	29
17.1 Websites	29
17.2 Presentations	29
17.3 Other Equity & Data Handbooks / Toolkits / Guides	29
17.4 Cool Data Visualization Tools	29
18 Inspiration	30

Welcome!

[Add welcome and intro info]

This [Quarto book](#) is an open, living, and continuously iterating resource. If you have suggestions for additions or revisions you think should be incorporated into this book, please follow the guidance provided in the [Contributing](#) chapter.

1 Background

During its August 18, 2020 meeting, the State Water Resources Control Board (State Water Board) publicly acknowledged that the historical effects of institutional racism must be confronted throughout government, and it directed staff to develop a priority plan of action. The State Water Board's Racial Equity Team held public and employee listening sessions to help develop a draft resolution. After a public comment period on the draft resolution in spring 2021, the Racial Equity Team made significant updates to the resolution. On November 16, 2021, the State Water Board adopted [Resolution No. 2021-0050](#), "Condemning Racism, Xenophobia, Bigotry, and Racial Injustice and Strengthening Commitment to Racial Equity, Diversity, Inclusion, Access, and Anti-Racism" (Racial Equity Resolution) which affirms the State Water Board's commitment to racial equity and directs staff to undertake a variety of actions to achieve racial equity throughout all State Water Board programs and activities. The resolution was one milestone on our ongoing journey; the next step is to implement the [Racial Equity Action Plan](#), which includes specific actions the State Water Board will take to address racial inequities, as well as metrics to measure our progress. With this action plan, we envision a sustainable California where race no longer predicts where clean water is available or who has access to it. It's important to note that racial equity and equity in general is an outcome and there is no such thing as a racial equity data-set, instead we should think of data as a tool to help us achieve the overall outcome of equity.

Goal 1a of the Racial Equity Action Plan is to ensure Water Boards data are accessible, equitable, and culturally relevant. One action captured under that goal is the development of a Racial Equity Data Action Plan which must:

1. Develop training and best practices guidance for Water Boards staff on incorporating racial equity concepts into the planning and design of data collection methods and visualizations (e.g., maps, factsheets, etc.) projects.
2. Identify and expand existing opportunities for public participation in science and community data gathering programs to develop new data collection methods, support existing programs, and incorporate community datasets into the database.
3. Create a publicly accessible data catalog tool / interface that includes existing demographic data, Water Boards program data, and other available data (such as heat maps or flood hazard maps) to inform the implementation of the Racial Equity Action Plan.

The Racial Equity Data Action Plan is being developed by the Water Board's Racial Equity Data Task Force which is a group of volunteer staff from across the Water Board led by the

Office of Information Management and Office of Public Participation. This document is intended to address Item 1 above by providing staff a best practices guide for incorporating racial equity concepts into the Water Board programs using data and information. Item 2 above will be iterative and grow as staff and programs begin to utilize the guidance and tools found within this handbook. To fulfill Item 3 above staff have created a [California Water Boards Racial Equity Data Resource Hub](#) which will grow as more programs create and publish racial equity based tools and visualizations.

It's important to note that while this document focuses on data collection, data analysis, and data communication, the long term goal for the State Water Board should be centering on racial equity throughout the Data Life Cycle. A depiction of the Data Life Cycle is provided below for context. That means we must have meaningful engagement with our diverse communities especially those that have been historically underserved namely Black, Indigenous, and other People of Color (BIPOC). If we focus on uplifting those most highly impacted we will inevitably improve the experience for all communities.

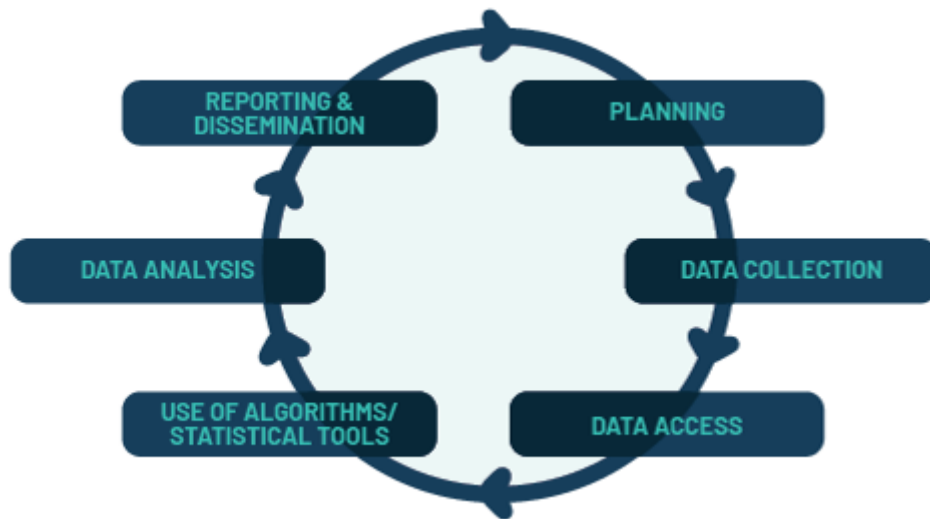


Figure 1.1: Graphic of the data life cycle.

Part I

Getting Started

2 Getting Started

3 Best Practices

- Use the best available science while relying on current, generally accepted Agency procedures for conducting risk assessment and economic analysis.
- Use existing frameworks and data from other parts of the regulatory analysis, supplemented as appropriate.
- Be consistent with the basic assumptions underlying other parts of the analysis, such as using the same baseline and option scenarios.
- Use the highest quality and most recent data available. Discuss the overall quality and main limitations of the data (e.g., completeness, accuracy, validation).
- Discuss available evidence of factors that may make population groups of concern more vulnerable to adverse effects (e.g., unique pathways; cumulative exposure from multiple stressors; and behavioral, biological, or environmental factors that increase susceptibility).
- Identify unique considerations for subsistence populations when relevant.
- Carefully select and justify the choice of a comparison population group.
- Carefully select and justify the choice of the geographic unit of analysis and discuss any particular challenges or aggregation issues related to the choice of spatial scale.
- Analyze and compare effects in baseline and across policy scenarios to show differences in effects.
- Present summary metrics for relevant population groups of concern as well as the comparison population group.
- When data allow, characterize the distribution of risks, exposures, or outcomes within each population group, instead of presenting only average effects.
- Disaggregate data to reveal important spatial differences (e.g., demographic information for each facility/place) when feasible and appropriate.
- Discuss the severity and nature of the health consequences for which differences between population groups have been analyzed.
- Clearly describe data sources, assumptions, analytic techniques, and results.

- Discuss key sources of uncertainty or potential biases in the data (e.g., sample size, using proximity as a surrogate for exposure) and how they may influence results.
- When possible, conduct sensitivity analysis for key assumptions or parameters that may affect findings.
- Make elements of Environmental Justice (EJ) assessments as straightforward and easy for the public to understand as possible.

Non-Inclusive Terms to Avoid:

- “Brown Bag” - The term “brown bag” has a historical connotation with creating an exclusive gathering that required attendees to have a lighter skin tone than a brown paper bag to participate and gain access.
 - Alternatives: lunch in, lunch and learn
- “Chief” - this term is used throughout the Water Boards to indicate positions and job titles. This term is appropriated from the Indigenous Peoples of North America and should be avoided wherever possible.
 - Alternatives: manager, lead, head
- “Grandfathered in” - The American South created absurd voting requirements that targeted Black people and made it almost impossible to vote. The name for these requirements is the “Grandfather Clause.” They wrote the Amendment in a way to imply the practice was not discriminatory. They created stringent new voter requirements such as literacy tests. These requirements did not apply to people who had voted before 1867. Slaves did not know they were free until June 19, 1865. However, slavery was abolished on January 1, 1863, making it nearly impossible for a person formally kept in captivity to be legally allowed to vote.
 - Alternatives: legacied, exempted, preapproved
- “Master _____” - using the term Master to describe something that is the main or centralized source of information like a PowerPoint presentation or slide deck is inappropriate due to the connotations associated with slavery.
 - Alternatives: primary, main
- “White Paper” - while this term is widely used to describe an authoritative document, the term has historical implications that evoke negative associations especially with Tribes.
 - Alternatives: Issue paper, briefing document, prospectus

4 Establishing Common Language

When working with racial equity data we suggest establishing a common language and definitions to cultivate a collective understanding of underlying concepts and historical context. Creating and agreeing upon a common language can help foster transparency, challenge assumptions, and center the voices of marginalized communities. Yet the efficiency of these efforts hinges on a shared language that facilitates understanding and collaboration. By grounding discussions in a common language, we can build trust and empower our team and community.

Establishing a common language and definitions are critical to creating a shared understanding, however we acknowledge that language can be used deliberately to engage and support community anti-racism coalitions and initiatives, or to inflame and divide them. It is important to note that although the language in this resource may be commonly used, it is not the sole definition and some may disagree with the definitions and their use. More specifically, in this resource we intentionally use the acronym BIPoC (Black, Indigenous, people of color) as a term that seeks to recognize the unique experience of Black and Indigenous People within the United States. We recognize that naming is power, and we remain committed to using language that supports pro-Blackness and Native visibility, while dismantling white supremacy.

List of definitions:

Short list of important definitions (i.e. data definitions and we can address BIPOC here)

[Glossary | Racial Equity Tools](#) - include glossary of definitions?

Below are a set of definitions provided by the Water Board Racial Equity Team in the development of the Racial Equity Resolution and Racial Equity Action Plan and are those that we adhere to in this document. (citations can be found [here](#))

- **Equality** describes circumstances in which each individual or group is given the same or equal treatment, including the same resources, opportunities, and support. However, because different individuals or groups have different histories, needs, and circumstances, they do not have equal positions in society or starting points. Providing the same resources, support, or treatment does not guarantee that everyone will have fair or equal outcomes.

- **Ethnicity** is a term used to describe subgroups of a population that share characteristics such as language, values, behavioral patterns, history, and ancestral geographical base. Social scientists often use the terms ethnicity and ethnic group to avoid the perception of biological significance associated with race.
- **Institutional racism** describes the ways in which policies and practices perpetuated by institutions, including governments and private groups, produce different outcomes for different racial groups in a manner that benefits the dominant group. In the United States, institutional racism includes policies that may not mention race but still result in benefiting white people over people of color.
- **Race** is a social construct used to categorize humans into groups based on combinations of shared physical traits such as skin color, hair texture, nose shape, eye shape, or head shape. Although most scientists agree that such groupings lack biological meaning, racial groups continue to have a strong influence over contemporary social relations. Historically in the United States, race has frequently been used to concentrate power with white people and legitimize dominance over non-white people.
- **Racial equity** means Race can no longer be used to predict life outcomes and outcomes for all groups are improved. For example, when we hold income constant, there are still large inequities based on race across multiple indicators for success, including the environment, education, jobs, incarceration, health and housing.
- **Racism** is any prejudice against someone because of their race when systems of power reinforce those views.
- **Structural racism** is the normalization and legitimization of an array of historical, cultural, institutional, and interpersonal dynamics that routinely advantage whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of white domination, diffused, and infused in all aspects of society, including its history, culture, politics, economics, and whole social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism; all other forms of racism emerge from structural racism.

Systemic racism can be said to encompass both institutional and structural racism. Glenn Harris, president of Race Forward, defines systemic racism as “the complex interaction of culture, policy and institutions that holds in place the outcomes we see in our lives.” The legacy of systemic racism can be seen in a variety of outcomes affecting people of color, such as housing insecurity, a ten-fold wealth gap between white and Black or Latinx households, a dramatic overrepresentation of people of color in prison, and disparities in education, health, and exposure to environmental pollution.

Part II

Data Collection

5 Planning

6 Data Sources

7 Surveys

8 Data Limitations

Part III

Data Prep & Use

9 Data Preparation

10 Data Analysis

11 Data Visualization

12 Demographics Data

Adding demographics data to your data project can help increase understanding of potential correlations or relationships between your data and demographic and socioeconomic characteristics of locations of interest.

Depending on what demographics data sources you decide to use, the methods needed to combine, overlay, or compare with the data you are interested in may vary. Below we outline methods of comparing demographics data to point, line, and polygon data types.

12.1 Collecting Data

12.2 Point Data

```
library(tidyverse)
library(palmerpenguins)
penguins |>
  mutate(
    bill_ratio = bill_depth_mm / bill_length_mm,
    bill_area  = bill_depth_mm * bill_length_mm
  )
```

①
②

- ① Take `penguins`, and then,
- ② add new columns for the bill ratio and bill area.

12.3 Lines

12.4 Polygons

Part IV

Sharing & Reproducibility

13 Data Sharing

add guidance on open/sharing practices & locations - GitHub, Open Data Portals, etc.

14 Documentation

Add guidance on documentation, reproducibility & transparency, oh my!

This is intended to be a living document and providing documentation is extremely important.

Part V

Use Cases

15 Use Case 1

change page title to short description of use case

16 Demographics Use Case

17 Resources

Here you will find a curated list of presentations, webpages and other resources related to the development, implementation and scaling of the principles and practices outlined in this Data Equity Handbook.

All Water Boards authors are **bolded** below.

17.1 Websites

17.2 Presentations

[Analyzing Water Boards and Demographic Data for Equity](#). Jun 2024. Hannah Cushman Garland. State Water Board Racial Equity Data Subcommittee Webinar. [Recording](#) | [Download and Use the Code](#) | [View Code](#)

17.3 Other Equity & Data Handbooks / Toolkits / Guides

[Water Boards Developed Racial Equity Data Tools](#)

[GARE Racial Equity Toolkit: An Opportunity to Operationalize Equity](#)

[Beyond Compliance Network Advocacy Toolkit](#)

[Academic Data Science Alliance Data Science Ethos](#)

[CA Water Boards College of Water Informatics Data Toolkit](#)

[500 Women Scientists Guide for Inclusive Scientific Meetings](#)

17.4 Cool Data Visualization Tools

18 Inspiration

The impetus for developing this Data Equity Handbook began in August 2020 when the State Water Resources Control Board (State Water Board) publicly acknowledged that the historical effects of institutional racism must be confronted throughout government, and it directed staff to develop a priority plan of action.

Since then, the State Water Board, its [Office of Information Management and Analysis](#) (OIMA) and OIMA's many internal and external partners have been developing and compiling material, and adding to this Data Equity Handbook as time and bandwidth allow.

This Data Equity Handbook is inspired by many sources, including:

- [Water Boards Racial Equity - Resolution and Related Actions](#)
- [Government Alliance on Race and Equity](#) (GARE)
- [Openscapes](#) and their [Approach Guide](#)
- [NOAA Fisheries](#) (NMFS) [Open Science Resource Book](#)