

Social Justice Audits

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Strategies for Integrating Race, Equity, and Social Justice into Performance Audits

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Pacific Northwest Intergovernmental Audit Forum

Portland, OR

May 21, 2019

Overview

- ▶ Why lead with race?
- ▶ Seattle's tool and examples
- ▶ Strategies

Racial inequities

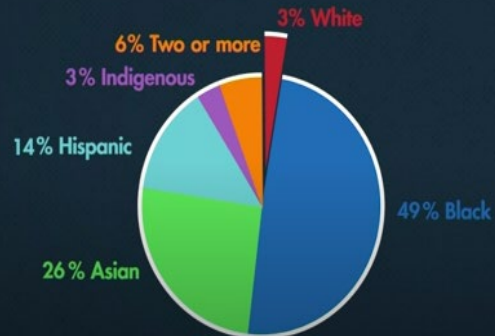
- ▶ Are not random
- ▶ Are perpetuated by policy and practice
 - ▶ Example: Redlining



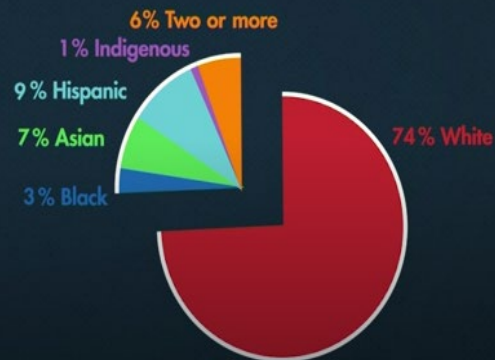
Seattle School District 2017 - 2018



Rainier Beach HS 2017 - 2018



Ballard HS 2017 - 2018



Source: Crosscut, 3/28/19

Seattle students
meeting standard, 2018:



Ballard HS

68.4 %

89.7 %

42.6 %

Math

English

Science



Rainier Beach HS

20.0 %

53.2 %

21.8 %

Racial inequities

- ▶ Are not random
- ▶ Are perpetuated by policy and practice
 - ▶ Example: Redlining
- ▶ Are huge and pervasive
- ▶ Can help us understand other inequities

How Seattle Got Started

- ▶ Race and Social Justice is a **core value**
- ▶ Budget Office requires use of Racial Equity Toolkit
- ▶ Managers trained to use the toolkit
- ▶ City Council requires progress reports



ADVANCE OPPORTUNITY.
ACHIEVE EQUITY.

Seattle's RSJI Audit Tool

A15 Race and Social Justice Initiative (RSJI) Toolkit

The Auditor-in-Charge (AIC) should complete this workpaper for all audits and nonaudit projects, unless the City Auditor decides that it is not necessary. For such projects, please document the City Auditor's decision not to complete this work paper.

This workpaper is intended to guide auditors in considering RSJI implications during audit planning and fieldwork.

Sections 1-3 should be completed by the AIC, and then reviewed by an RSJI team member during the audit planning phase. Section 4 should be completed after the field work phase. The City Auditor will review and approve the form after every section has been completed. See [Racial Equity Toolkit](#) for resources and more information.

Section 1 – General Information

Audit Number & Title	Click here to enter text.		
Auditor-in-Charge	Click here to enter text.	Date Completed	Click here to enter a date.
RSJI Team Member ¹ Review	Click here to enter text.	Date Reviewed	Click here to enter a date.
City Auditor Approval	Click here to enter text.	Date Approved	Click here to enter a date.

Section 2 – Overall Racial/Ethnic Impact

- 1) What are you are auditing? Briefly describe the audit objectives and scope.
[Click here to enter text.](#)
- 2) Are there certain racial/ethnic groups that are significantly or disproportionately affected by what you are auditing? If yes, which groups are they?
[Click here to enter text.](#)
- 3) Does what you are auditing involve any type of outreach? If yes, which groups are targeted and why?
[Click here to enter text.](#)
- 4) Can what you are auditing improve the equity of and between racial/ethnic groups? If yes please describe.
[Click here to enter text.](#)

If you answered yes to questions 2, 3 or 4, go on to the next section. If not, you are finished with this workpaper.

Section 3 – Racial/Ethnic Issues and Audit Considerations

- 5) Which racial/ethnic equity areas are involved in this audit?

<input type="checkbox"/> Education	<input type="checkbox"/> Environment	<input type="checkbox"/> Housing
<input type="checkbox"/> Community development	<input type="checkbox"/> Criminal justice	<input type="checkbox"/> Other: Click here to enter text.
<input type="checkbox"/> Health	<input type="checkbox"/> Jobs	
- 6) What are the potential impact areas?

<input type="checkbox"/> Contracting equity	<input type="checkbox"/> Inclusive outreach	<input type="checkbox"/> Other: Click here to enter text.
<input type="checkbox"/> Workforce equity	<input type="checkbox"/> Public engagement	
<input type="checkbox"/> Access to service		
- 7) Describe the racial/ethnic equity issues for each impact area selected in the previous question.
[Click here to enter text.](#)
- 8) What audit steps could be incorporated into the audit to address the issues identified above? (For example: are there racial/ethnic groups you could interview or survey?)
[Click here to enter text.](#)

Section 4 – Recommendations

- 9) Does what you are auditing take RSJI into consideration in its public communication and outreach, contracting practices, service delivery, and evaluation of effectiveness? If yes, how? Are there additional tools the audited organization could be using (or steps they could be taking) to meet RSJI goals? See [RSJI City Workplans](#)
[Click here to enter text.](#)
- 10) Is the audited organization collecting data on the race/ethnicity of the impacted participants? Is this data racially/ethnically biased? See [Inclusive Outreach and Public Engagement Guide](#) for assistance.
[Click here to enter text.](#)
- 11) Does the audit make any recommendations relating to RSJI? If so, what are they?
[Click here to enter text.](#)

Seattle's RSJI Audit Tool

- ▶ Section 1 - General information
- ▶ Section 2 - Racial/ethnic impact
- ▶ Section 3 – Racial/ethnic issues and considerations
- ▶ Section 4 - Recommendations

Examples

- ▶ Paid Sick and Safe Time Audit
- ▶ Municipal Court Resource Center (CRC)

Other Strategies

- ▶ Getting involved with GARE
- ▶ Attend trainings
- ▶ Diverse staff and internal equity team
- ▶ Create inclusive work program planning
- ▶ Demographic data collection
- ▶ Accessible reports

Resources

- ▶ Government Alliance for Racial Equity
<https://www.racialequityalliance.org/>
- ▶ Racial Equity Tools Website <https://www.racialequitytools.org/about>
- ▶ Seattle Office of City Auditor RSJI Tool
www.seattle.gov/cityauditor/aboutus#raceandsocialjusticeinitiative
- ▶ Seattle Race and Social Justice Initiative
<https://www.seattle.gov/rsji>
- ▶ King County Equity and Social Justice Tools and Resources
<https://kingcounty.gov/elected/executive/equity-social-justice/tools-resources.aspx>



Performance Audits: Examining Education Programs Using Federal Civil Rights Data

Presented by: Jackie Nowicki,
Director.

Education, Workforce, and
Income Security

Amy Moran Lowe, Senior
Analyst.

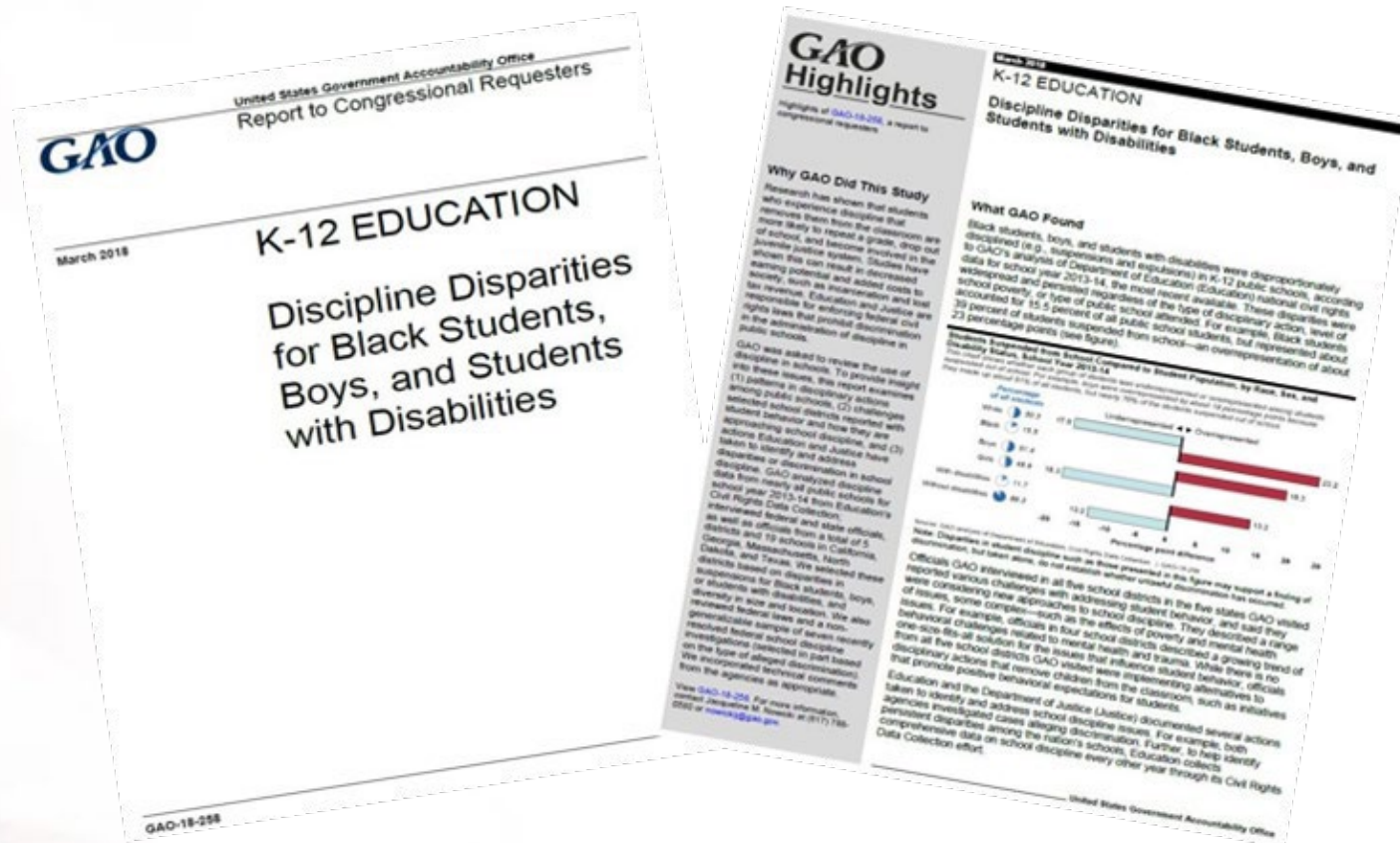
Education, Workforce, and
Income Security



Recent GAO Reports

- K-12 Education: Federal Data and Resources on Restraint and Seclusion (GAO-19-418T)
 - Public School Choice: Limited Options Available for Many American Indian and Alaska Native Students (GAO-19-226)
 - K-12 Education: Public High Schools with More Students in Poverty and Smaller Schools Provide Fewer Academic Offerings to Prepare for College (GAO-19-8)
 - High School Sports: Many Schools Encouraged Equal Opportunities, but Education Could Further Help Athletics Administrators under Title IX (GAO-18-425)
 - K-12 Education: Discipline Disparities for Black Students, Boys, and Students with Disabilities (GAO-18-258)
 - K-12 Education: Better Use of Information Could Help Agencies Identify Disparities and Address Racial Discrimination (GAO-16-345)
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Example: School Discipline Disparities Report

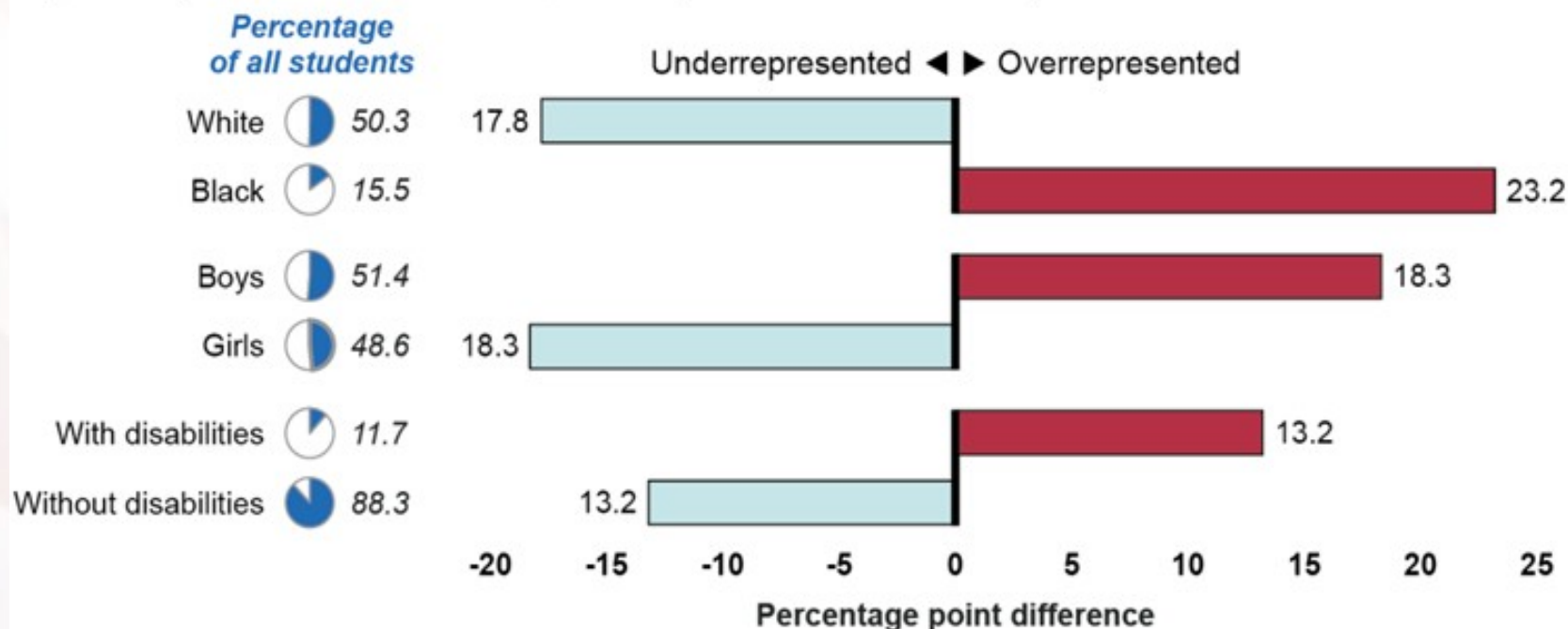


Legal Framework and Methodology (GAO-18-258)

- The U.S. Department of Education and U.S. Department of Justice are responsible for enforcing several civil rights laws that protect students from discrimination on the basis of certain characteristics. E.g.:
 - Title IV and Title VI of the Civil Rights Act of 1964
 - Title IX of the Education Amendments of 1972
 - Section 504 of the Rehabilitation Act of 1973
 - Analysis and regression model using Education's Civil Rights Data Collection
 - Mandatory biennial collection for all public schools, including data on student demographics (race, sex, disability) and school type (traditional, charter, alternative)
 - Site visits to selected school districts; review of closed federal civil rights investigations
-

Key Findings (GAO-18-258): Suspension Data by Student Demographics

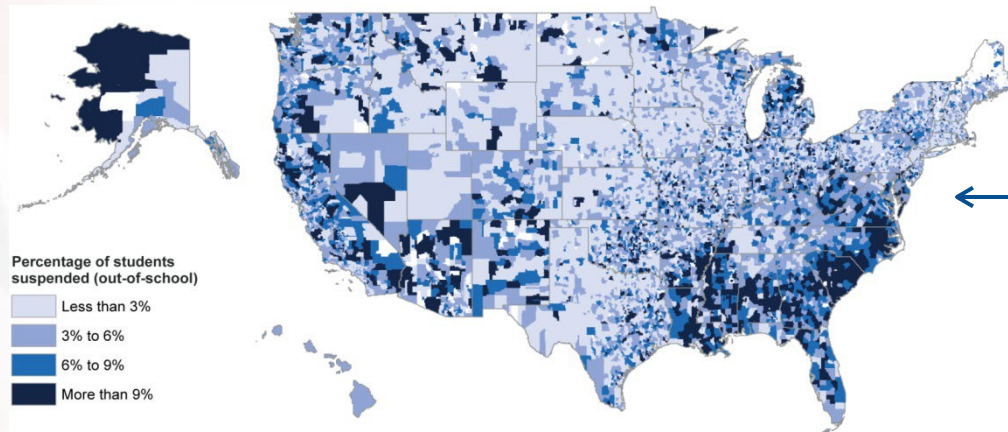
This chart shows whether each group of students was underrepresented or overrepresented among students suspended out of school. For example, boys were overrepresented by about 18 percentage points because they made up about 51% of all students, but nearly 70% of the students suspended out of school.



Source: GAO analysis of Department of Education, Civil Rights Data Collection. | GAO-18-258

Note: Disparities in student discipline such as those presented in this figure may support a finding of discrimination, but taken alone, do not establish whether unlawful discrimination has occurred.

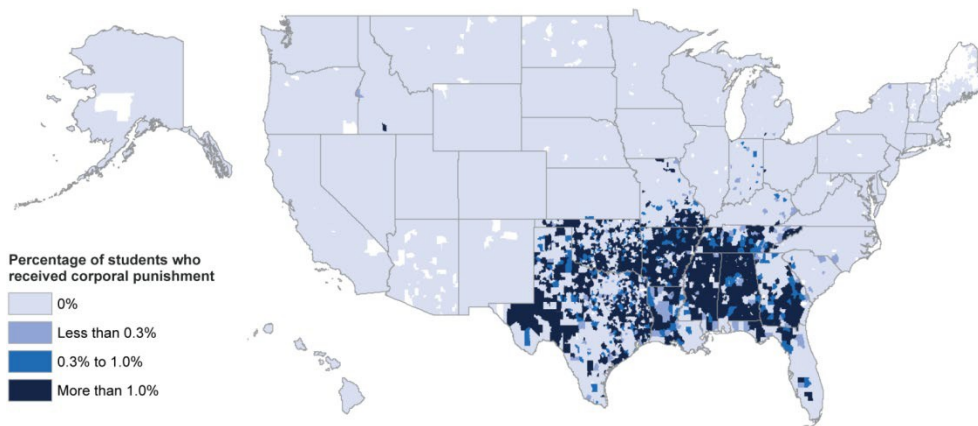
School Discipline (GAO-18-258): Mapped



Source: GAO analysis of Department of Education, Civil Rights Data Collection; MapInfo (map). | GAO-18-258

Out-of-school suspension
(a more common form of discipline)

Corporal Punishment
(a less common form of discipline)



Source: GAO analysis of Department of Education, Civil Rights Data Collection; MapInfo (map). | GAO-18-258



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Office of the Washington State Auditor

Pat McCarthy

Reforming bail practices in Washington

Pacific Northwest Intergovernmental Audit Forum

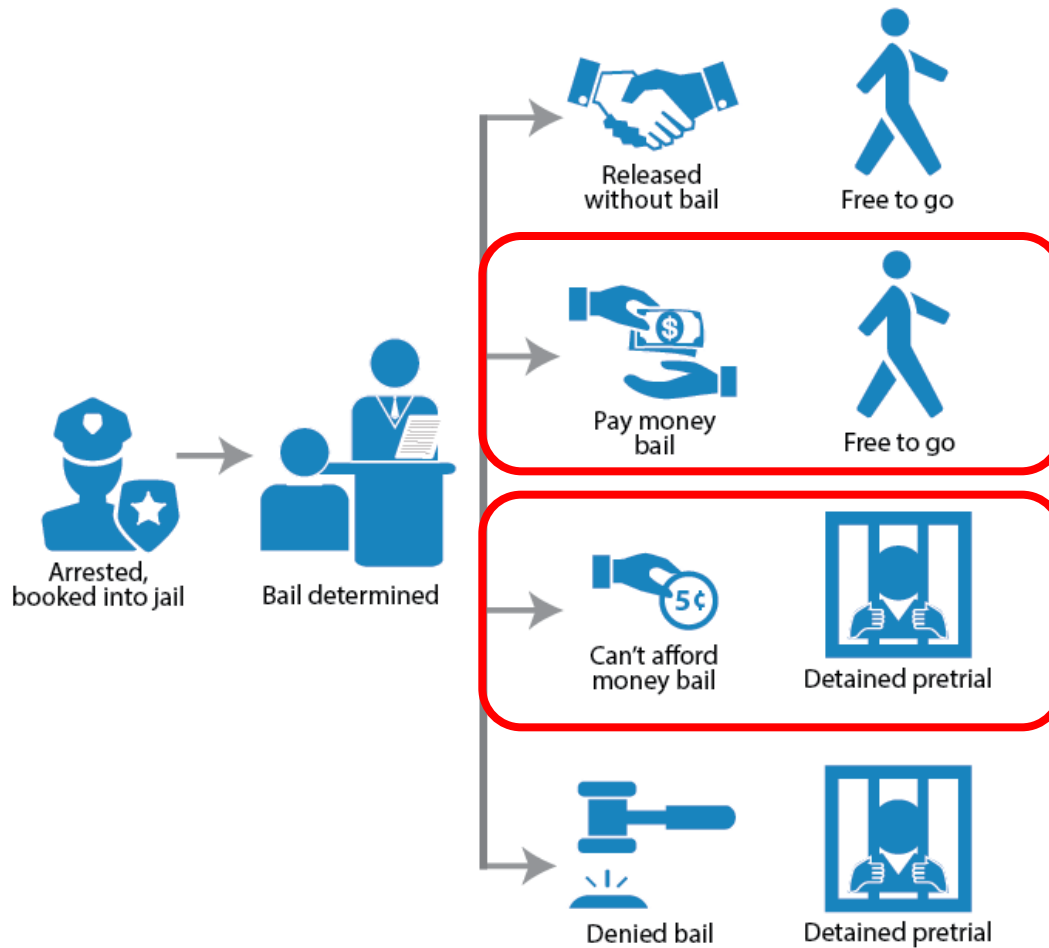
May 21, 2019

Michael Huynh, Performance Auditor

The Constitution presumes the release of defendants

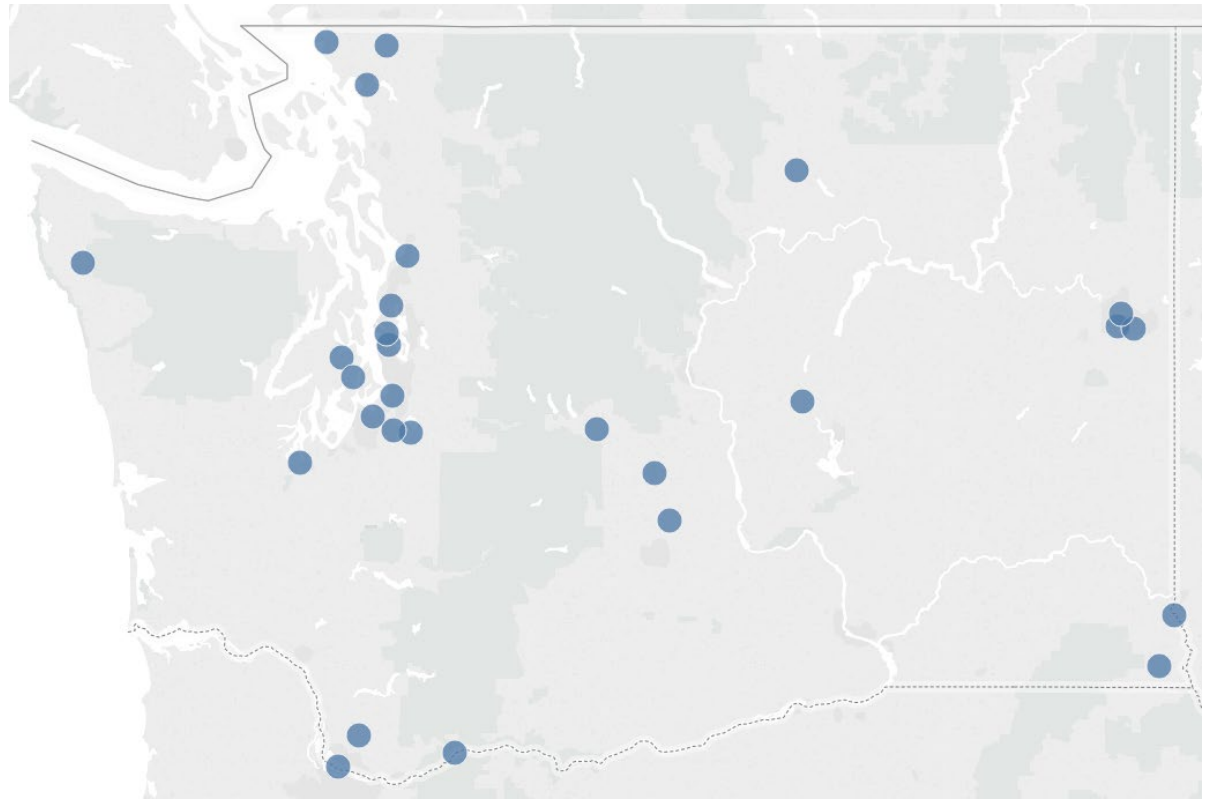
- The Washington Constitution and court rules presume most defendants should be released before their trials
- Judges can impose bail to create a financial incentive for defendants to return to court after release

Defendants will remain in jail if they cannot afford bail



Pretrial services can be used as an alternative to bail

- Pretrial services programs offer judges and defendants alternatives to bail.
- Some jurisdictions use risk assessments to measure the likelihood a defendant will appear in court or reoffend.

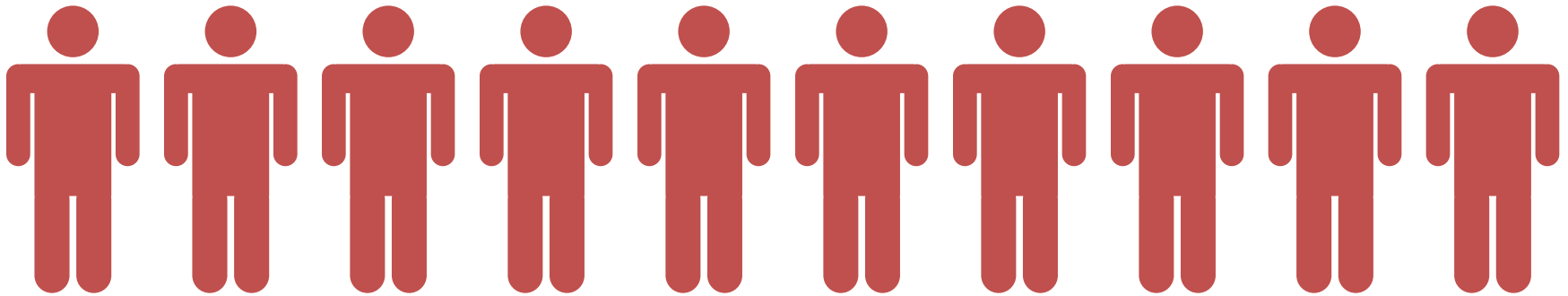


Audit question

Can Washington use pretrial services, as an alternative to bail, to better serve qualified defendants while maintaining public safety and controlling costs to taxpayers?

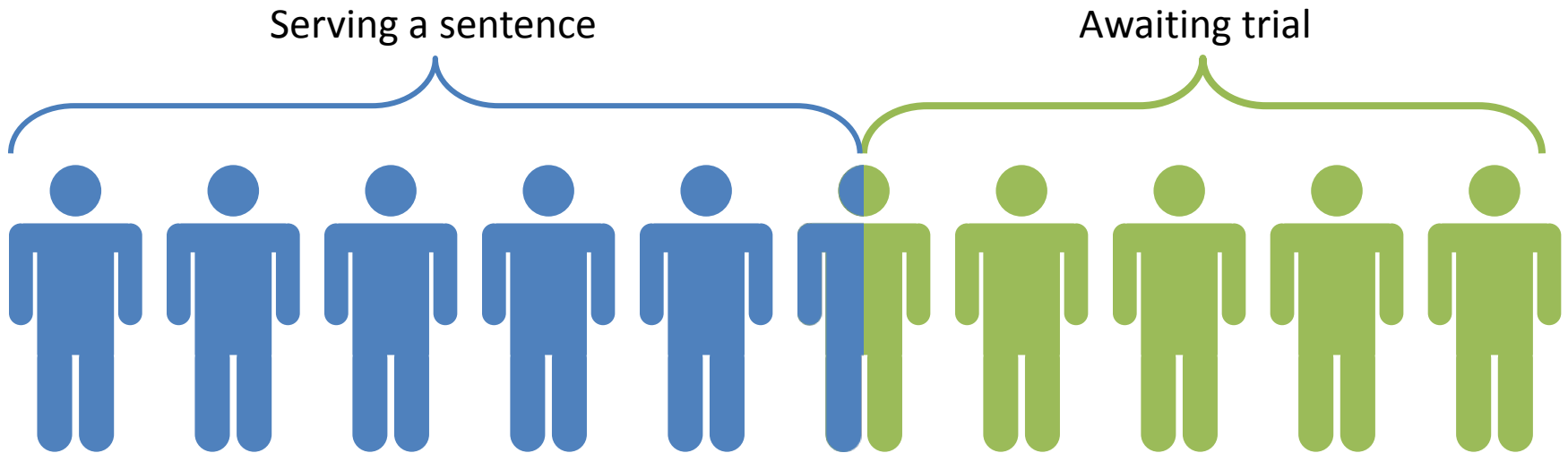
Washington's jail population

There are 14,500 people in jail statewide on a typical day.



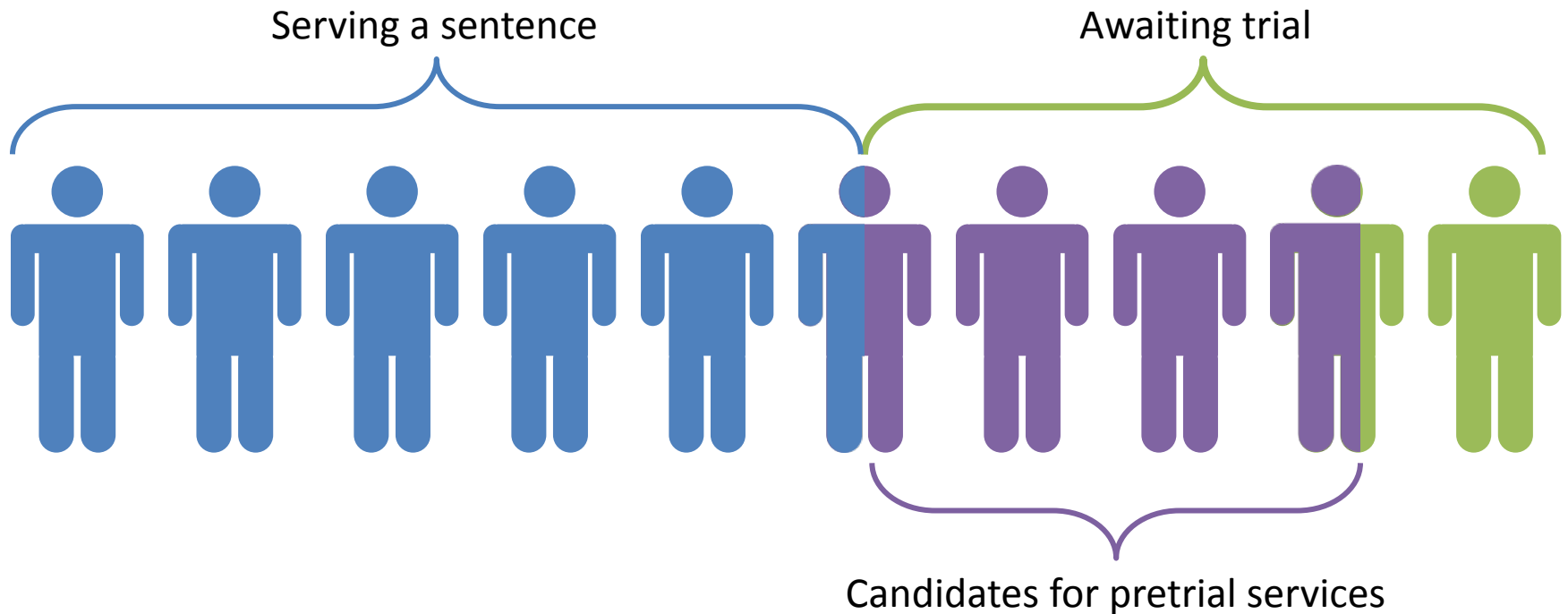
Washington's jail population

8,000 are serving a sentence, while 6,500 have not been convicted of a crime and are awaiting trial.



Washington's jail population

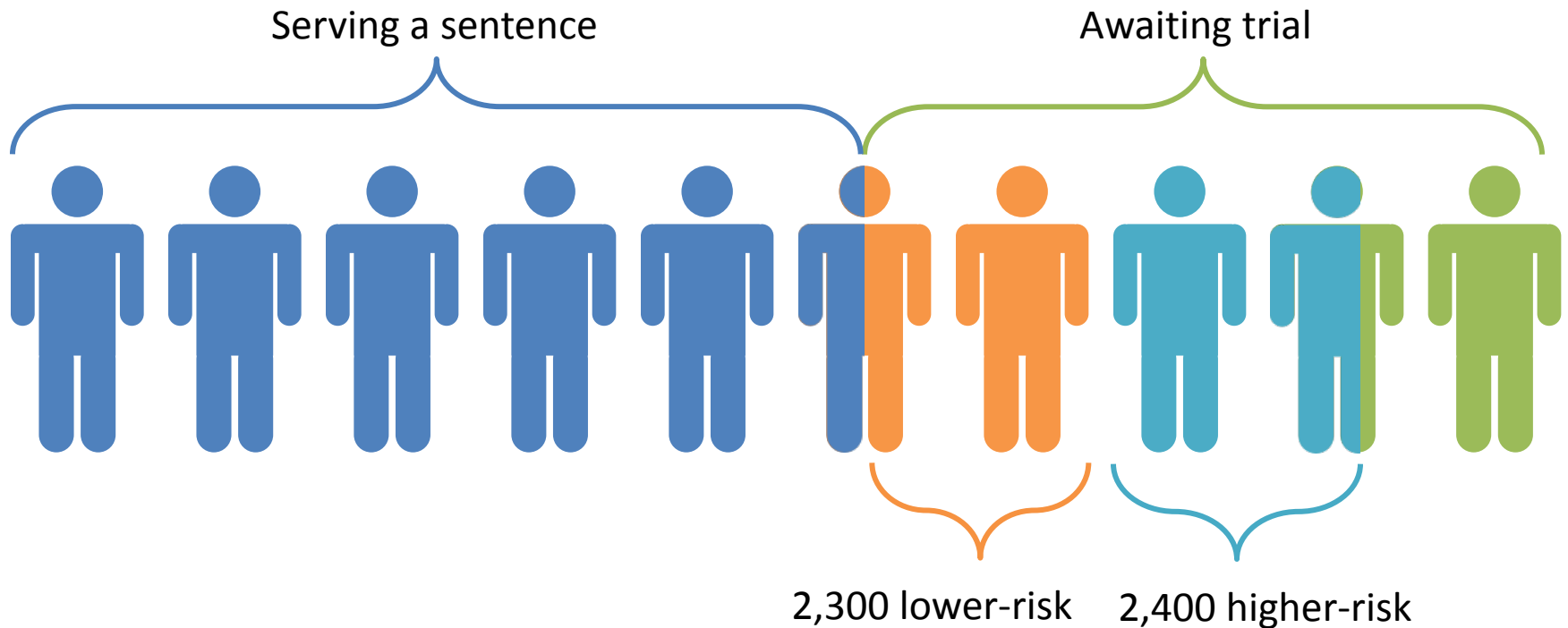
Of the 6,500 awaiting trial, 4,700 could be released with pretrial services.



The remaining defendants awaiting trial were assessed as likely to commit a violent crime, were held for less than three days, or could be denied bail as allowed by the state constitution.

Washington's jail population

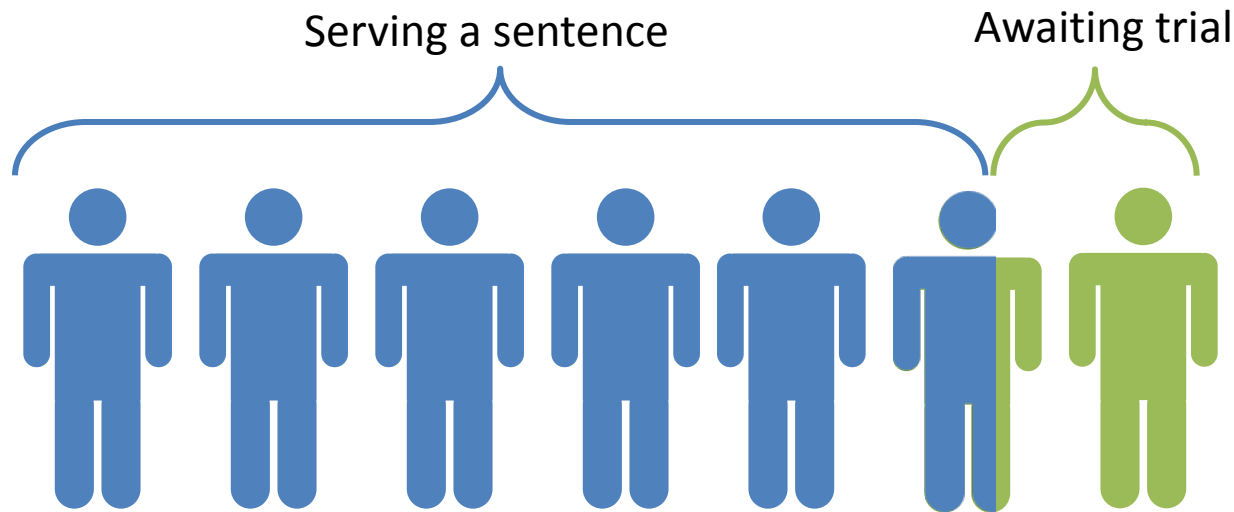
We used the Public Safety Assessment to evaluate each person's likelihood to reoffend or fail to appear in court.



We categorized the candidates as lower-risk or higher-risk based on their assessment scores.

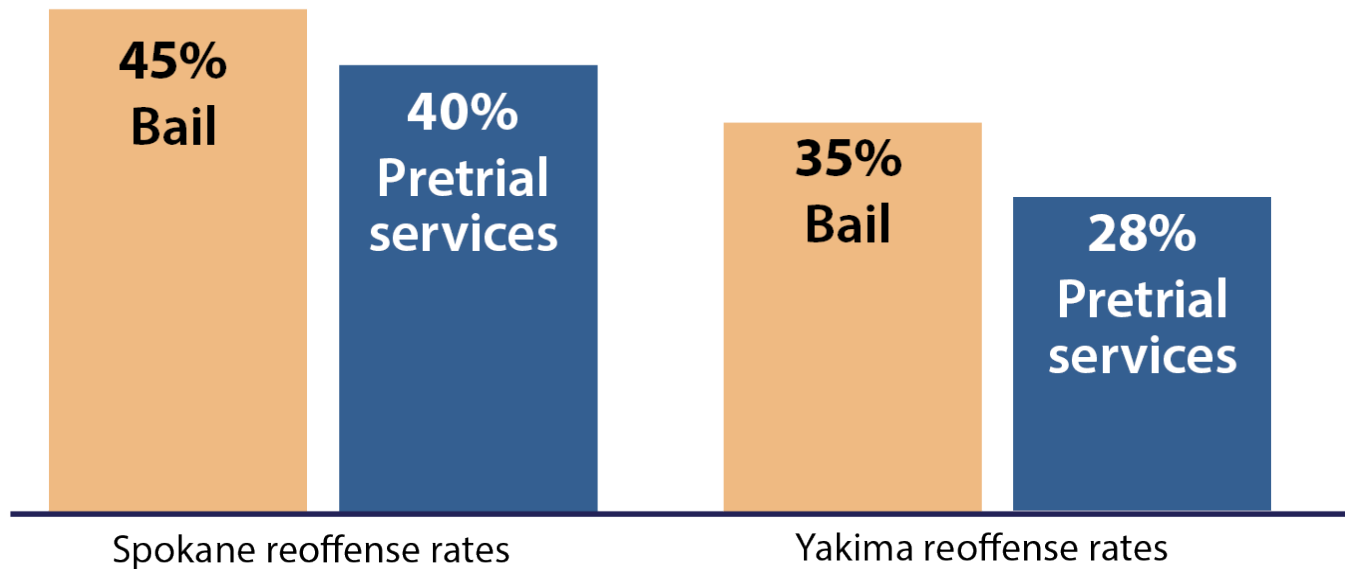
Pretrial services could save the state money

Releasing all 2,300 lower-risk defendants through pretrial services could save over **\$6.1 million** annually.

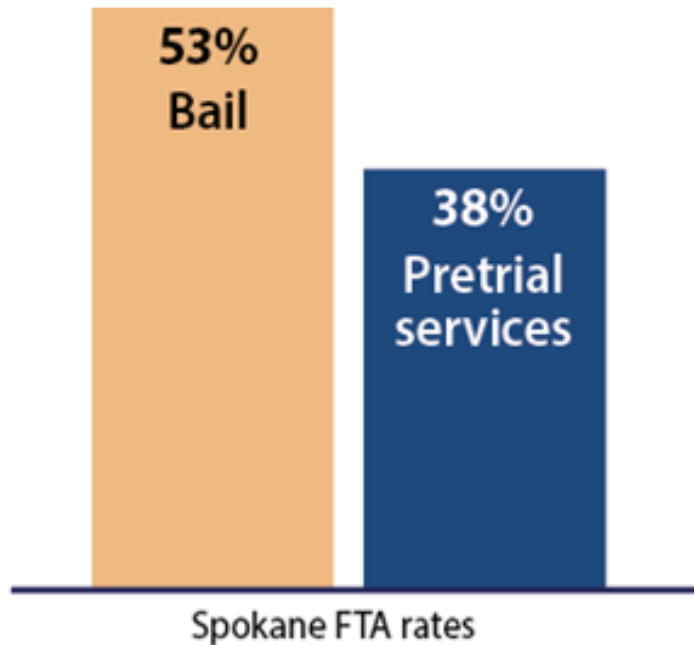


If all 2,400 higher-risk defendants were released, taxpayers would save an additional **\$6.4 million** annually.

Reoffense rates were lower



Failure-to-appear rates were lower



Auditor's conclusion

- Pretrial services offer an effective alternative to bail
- Pretrial services are less costly than jail
- Pretrial release or detention is a judicial matter; we did not make any specific recommendations

Q & A

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Michael Huynh, Office of the Washington State Auditor