Equity Impact Assessment

*Instructions: Complete Equity Impact Assessment questions 1-5, and then populate the summary sheet.*

**EQUITY IMPACT ASSESSMENT SUMMARY SHEET**

**Date:**

**Topic/Title:**

**Assessment completed by:**

**Recommendation:**

# Indicate the type of assessment:

[ ]  Policy (e.g. agency proposed legislation, budget request)

[ ]  Bill

* Bill number:
* Companion:
* Prime sponsor:

[ ]  Rule

[ ]  Program (e.g. new public health program or initiative)

[ ]  Grant (e.g. submitting a grant application for federal funding)

* Name of grant:

[ ]  Contract (e.g. posting an opportunity to contract with DOH)

* Type of contract:

[ ]  Project (e.g. vaccination campaign)

[ ]  Other decision (e.g. resource allocation, formation of an advisory council)

**Background summary:**

**Recommendation:**

* + Summary of recommendation:
	+ Equity considerations:
	+ Next steps:

**Summarize the overall potential equity impact:**

**EQUITY IMPACT ASSESSMENT**

1. **Would implementing this [policy, bill, rule, program, grant, contract, project, decision, etc.] activate** [**DOH Tribal Consultation and Collaboration procedure**](https://www.doh.wa.gov/Portals/1/Documents/1200/DOHConsulationColllaborationProcedure.pdf)**? Please explain.**

[ ]  Yes

[ ]  No

[ ]  Not sure

1. **Which communities may be affected? For each community you identify, please indicate if this [policy, bill, rule, program, grant, contract, project, decision, etc.] is likely to reduce health disparities, increase health disparities, or have no impact on health.**

| Which communities may be affected? | What is the potential impact on health outcomes and opportunities?*Likely to reduce health disparities, increase health disparities, have no impact, or impact is unknown.* |
| --- | --- |
| [ ]  Age: High risk groups including infants, children, youth, and older adults |  |
| [ ]  Disability: Individuals with disabilities, impairments, or limitations |  |
| [ ]  Education: Individuals with no high school diploma |  |
| [ ]  Employment: People who are underemployed or unemployed  |  |
| [ ]  Experience in/with criminal legal system: Previously or currently incarcerated or detained individuals |  |
| [ ]  Gender identity/sexual orientation: LGBTQ+ community  |  |
| [ ]  Geographic location: Rural and frontier communities |  |
| [ ]  Housing: Individuals or families experiencing housing insecurity2  |  |
| [ ]  Language/literacy: Individuals with limited English proficiency |  |
| [ ]  Military: Veterans or people in the military |  |
| [ ]  National origin: Immigrants and refugees |  |
| [ ]  Race/ethnicity: People and communities of color |  |
| [ ]  Religion: Religious minorities |  |
| [ ]  Socio-economic status: Low income people |  |
| [ ]  Sex/gender |  |

*1Types of* ***disabilities:*** *Vision, movement, thinking, remembering, learning, communicating, hearing, mental health, social relationships*

*2 Reasons for* ***housing insecurity:*** *cost of living, unsafe/unhealthy housing, homelessness (chronic, transitional, episodic), family instability (youth in foster care system, individuals/families in domestic violence shelters)*

1. **Which other communities or external groups might be affected?** Use quantitative and qualitative data sources, including feedback from partners, to identify additional communities and groups who may be impacted.

| Community or group | Potential impact(s) |
| --- | --- |
|  |  |
|  |  |
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1. **What is your engagement plan for all impacted groups and communities?** (Reference the [Department of Health Community Engagement Guide (PDF)](https://www.doh.wa.gov/Portals/1/Documents/1000/CommEngageGuide.pdf) for engagement planning and methods).

| Community or group | Engagement method | Key partners | Access needs |
| --- | --- | --- | --- |
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|  |  |  |  |

1. **What impact will this [policy, bill, rule, program, grant, contract, project, decision, etc.] have on the** [**social determinants of health**](https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health)**?**

| Determinant | Potential impact(s) (positive, neutral, negative) |
| --- | --- |
| Economic Stability* Employment
* Food Insecurity
* Housing Instability
* Poverty
 |  |
| Education* Early Childhood Education and Development
* Enrollment in Higher Education
* High School Graduation
* Language and Literacy
 |  |
| Social and community context* Civic Participation
* Discrimination
* Incarceration
* Social Cohesion
 |  |
| Health and health care* Access to Health Care
* Access to Primary Care
* Health Literacy
 |  |
| Neighborhood and built environment* Access to Foods that Support Healthy Eating Patterns
* Crime and Violence
* Environmental Conditions
* Quality of Housing
 |  |

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