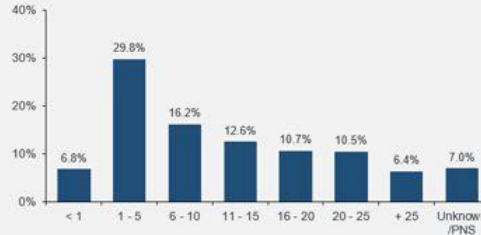


Employee Characteristics

Job Description

Official	3.0 %
Professional	60.2 %
Technician	1.4 %
Protective services	5.8 %
Administrative support staff	14.2 %
Skilled craft	2.3 %
Service worker	6.3 %
Other	1.4 %
Unknown / PNS	5.4 %

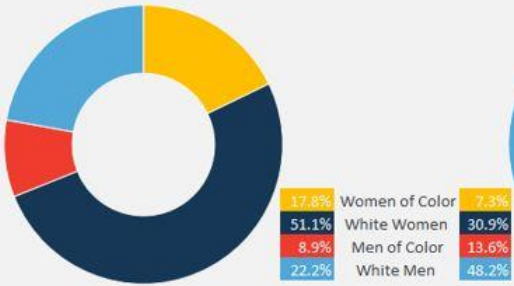
Years Worked for the Town of Brookline



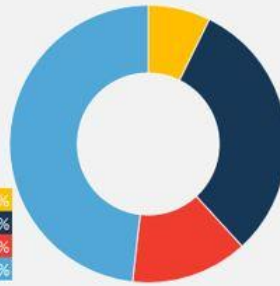
Primary Department

Building Department	3.3 %
Council on Aging	1.6 %
Diversity and Inclusion Office	0.9 %
Finance Department	1.1 %
Fire Department	6.1 %
Health Department	1.4 %
Human Resources Office	1.4 %
Library	10.4 %
Parks and Open Space	1.9 %
Planning and Community Development	1.6 %
Police Department	4.9 %
Public Works	4.2 %
Recreation Department	4.7 %
Schools	40.9 %
Town Administration	1.6 %
Town Clerks Office	1.2 %
Treasurer/Collector	1.2 %
Other	4.4 %
Unknown / PNS	7.2 %

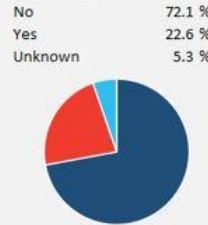
Manager by Race & Gender



Staff by Race & Gender



Current Manager



Note: Employee characteristics percentages calculated as the number in the group divided by the valid responses (N = 570); For example, 72.1% of the valid response sample were not managers. PNS = Prefer Not to Say

TOWN OF BROOKLINE (ALL)	Benchmark (Org = 570)	White (n = 379)	Asian (n = 40)	Black (n = 41)	Hispanic (n = 31)	Two or More (n = 28)	Other (n = 7)	Unknown (n = 44)
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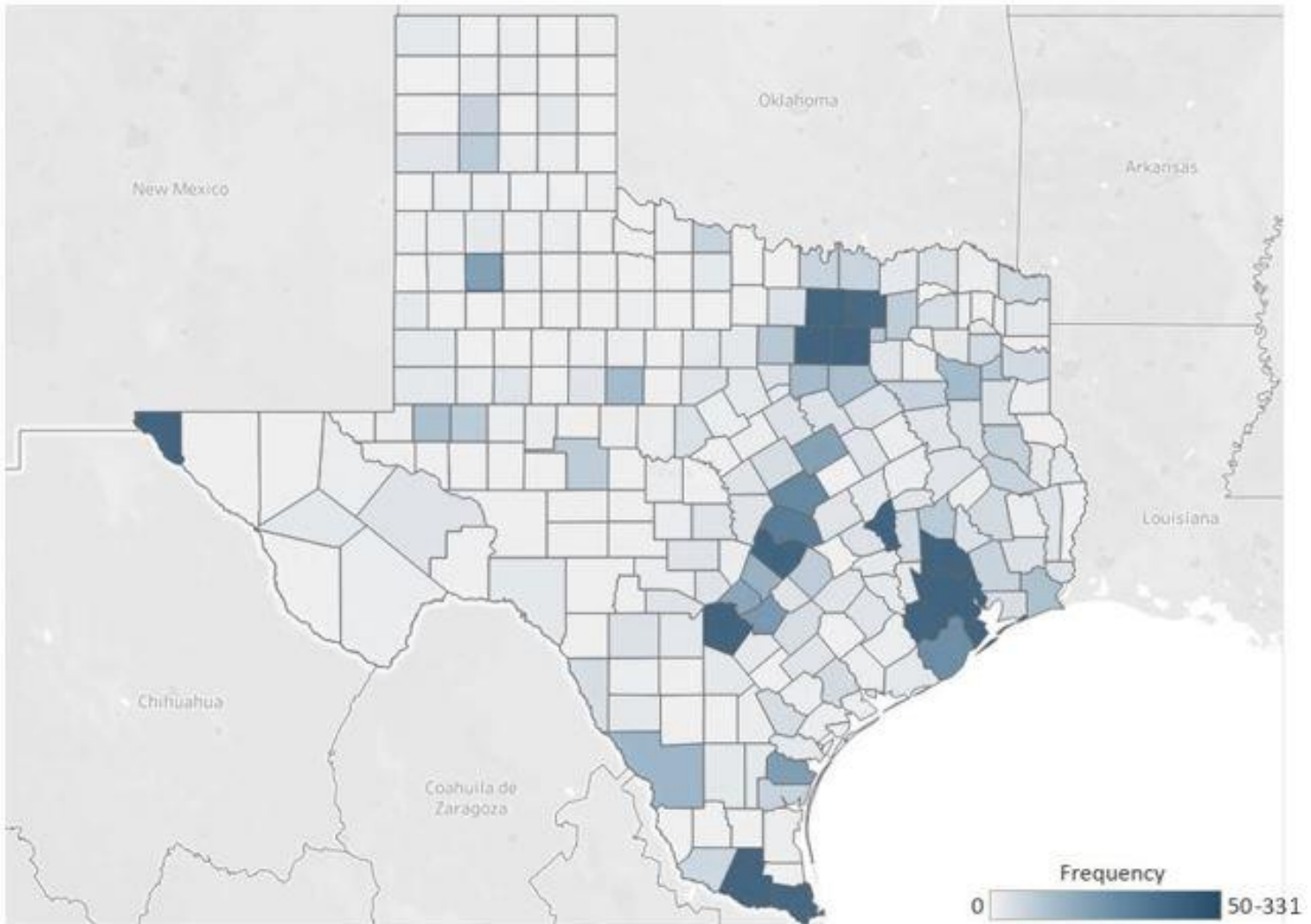
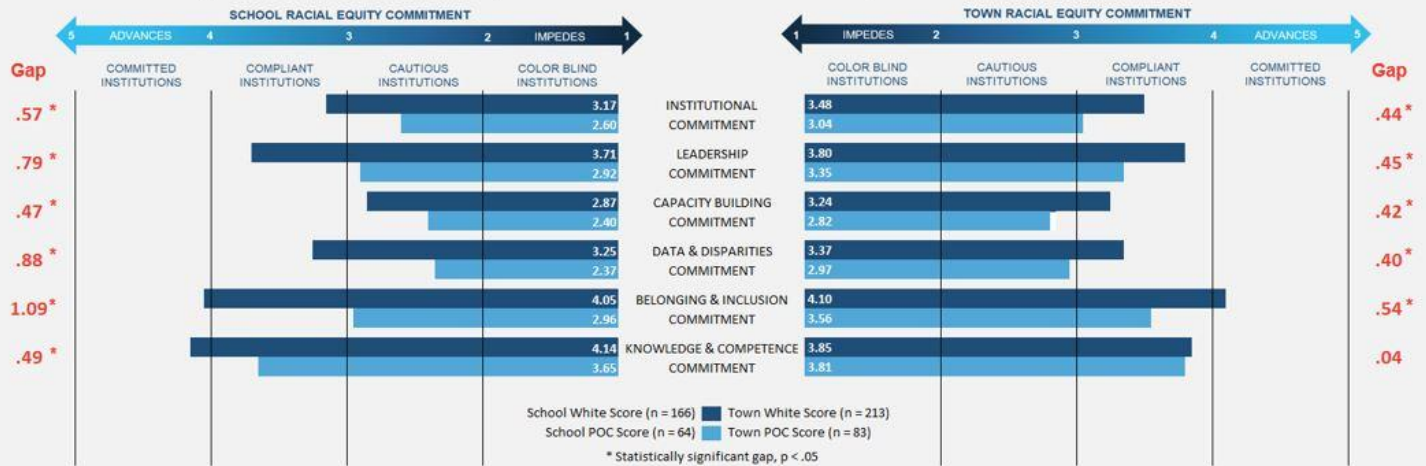
INSTITUTIONAL COMMITMENT

Town government has a written public declaration clearly stating our commitment to Racial Equity.	3.81 (1.27)	3.97 (1.20)	3.47 * (1.36)	3.23 * (1.33)	3.32 * (1.52)	3.57 * (1.33)	3.40 * (1.14)	4.09 (1.22)
Training and development opportunities to build skills for implementing Racial Equity are made available to all levels of staff.	3.10 (1.42)	3.21 (1.39)	3.00 * (1.46)	2.39 * (1.44)	2.92 * (1.41)	2.71 * (1.43)	2.33 * (1.51)	3.33 (1.42)
A functioning Racial Equity Taskforce/Committee or Chief Diversity Officer exist inside my institution.	3.26 (1.50)	3.43 (1.48)	3.21 * (1.42)	2.67 * (1.51)	2.91 * (1.51)	2.95 * (1.75)	2.50 * (1.23)	3.29 (1.43)
Performance reviews for managers and senior leadership include clear Racial Equity expectations and goals.	2.77 (1.36)	2.88 (1.37)	2.81 (1.47)	2.10 * (1.21)	2.55 * (1.30)	2.37 * (1.12)	1.67 * (0.58)	3.16 * (1.27)
All departments have established Racial Equity indicators of performance and progress.	2.59 (1.39)	2.67 (1.44)	2.76 (1.33)	2.10 * (1.17)	2.65 (1.53)	1.95 * (1.05)	2.00 * (0.82)	2.88 * (1.28)

Numbers in parentheses = Standard Deviations; * Statistically significant gap, p < .05; Gap = Absolute Value of White Minus Race/Ethnicity; Asian = Asian & Pacific Islander

School and Town: White and People of Color (POC) Consensus

- > For Institutional and Capacity Building, the gap between whites and POC were similar for School and Town, but school scores were lower than town scores for both white and POC.
- > For Leadership, Data & Disparities, and Belonging & Inclusion, the gap between white and POC were larger for School than Town, but school and town scores were similar for whites, but school scores were lower than town scores for POC.
- > For Knowledge & Competence, there was no significant gap between white and POC for Town. However for school, whites had higher scores than POC. White school REC scores were greater than white town REC scores, while POC school scores were not statistically difference than town POC scores.



Road to INSTITUTIONAL COMMITMENT

FC: Develop Internal Sustainability

- Create a functioning Racial Equity Taskforce or Committee
- Develop shared language/glossary of Racial Equity terminology, establish goals and objectives, communicate progress organization wide
- Establish an effective executive position accountable for Racial Equity
- Empower Diversity and Equity Officer with sufficient resources and authority to create transformational change

FC: Reinforce Management Accountability

- Align manager and leadership performance to compensation and Racial Equity goals

FC: Prioritize Awareness of Racial Equity

- Create a formal declaration stating Racial Equity is an organizational priority
- Communicate why Racial Equity is a priority and what success looks like

FC: Build Capacity and Culture of Racial Equity

- Provide voluntary training on Racial Equity appropriate for all levels

FC: Develop Data Metrics for Monitoring Racial Equity

- Develop scorecards and key performance metrics of progress on desired Racial Equity goals
- Develop and display a dashboard of indicators for internal and external stakeholders

- Functional Competency (FC) Developed
- Functional Competency (FC) Started
- Functional Competency (FC) Not Currently in Practice

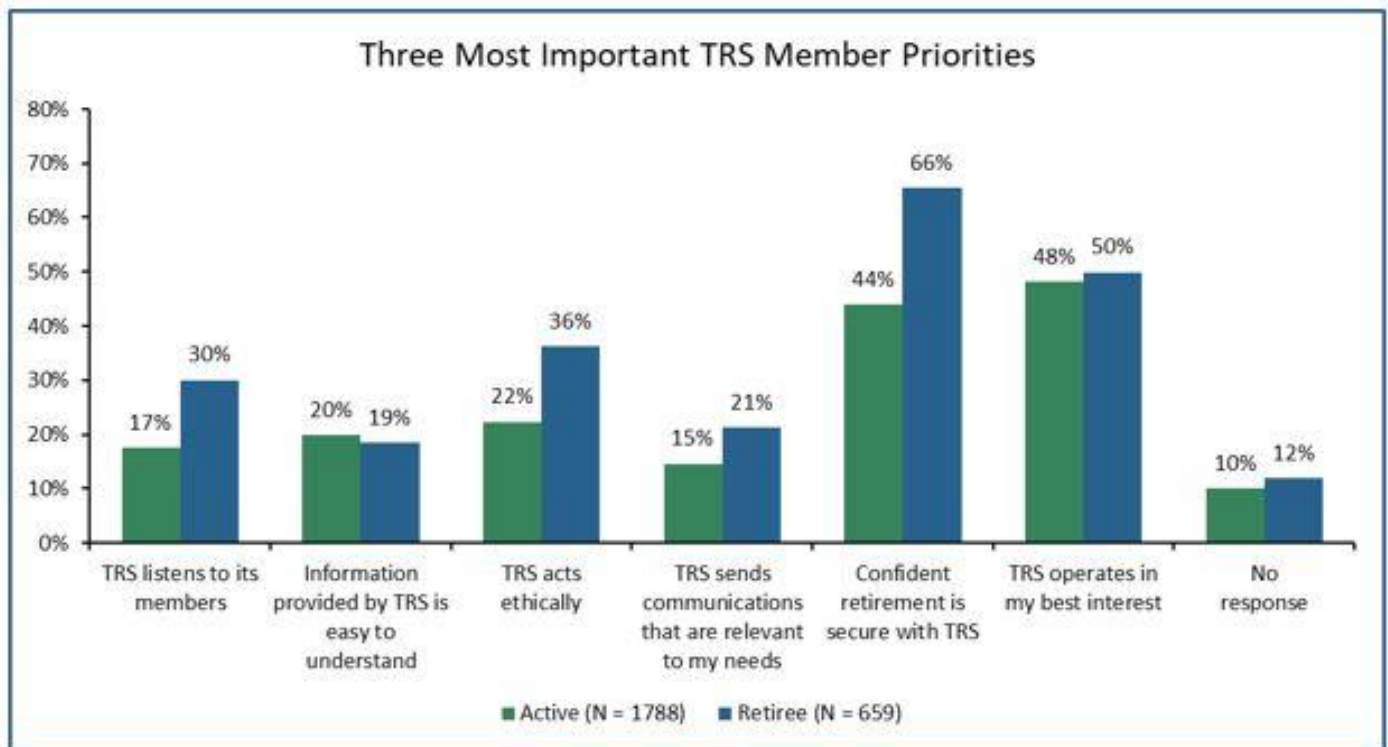


Figure 17. Three Most Important TRS Member Priorities. More retired members reported that “Confident retirement is secure with TRS” (66%), “TRS acts ethically” (36%), and “TRS listens to its members” (30%) as their top three most important TRS member priorities compared to active members (44%, 22%, and 17% respectively).

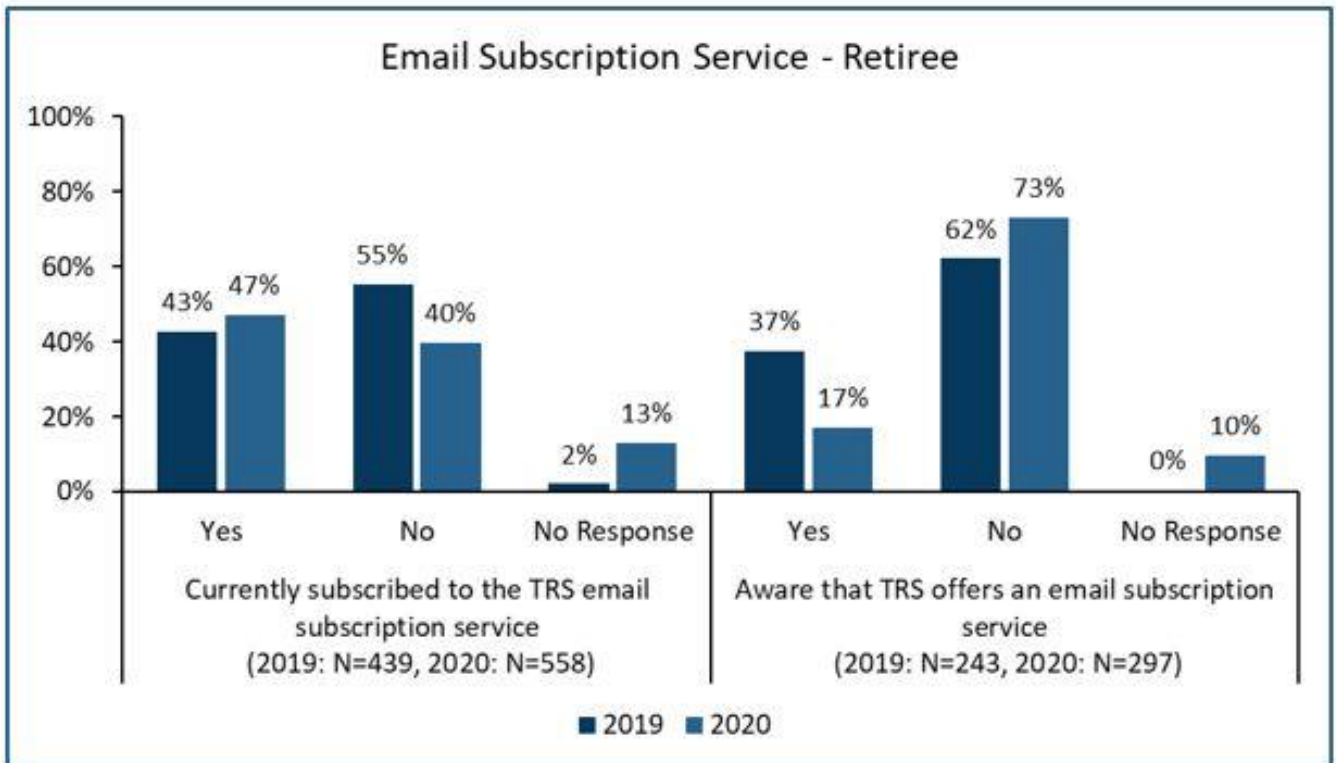
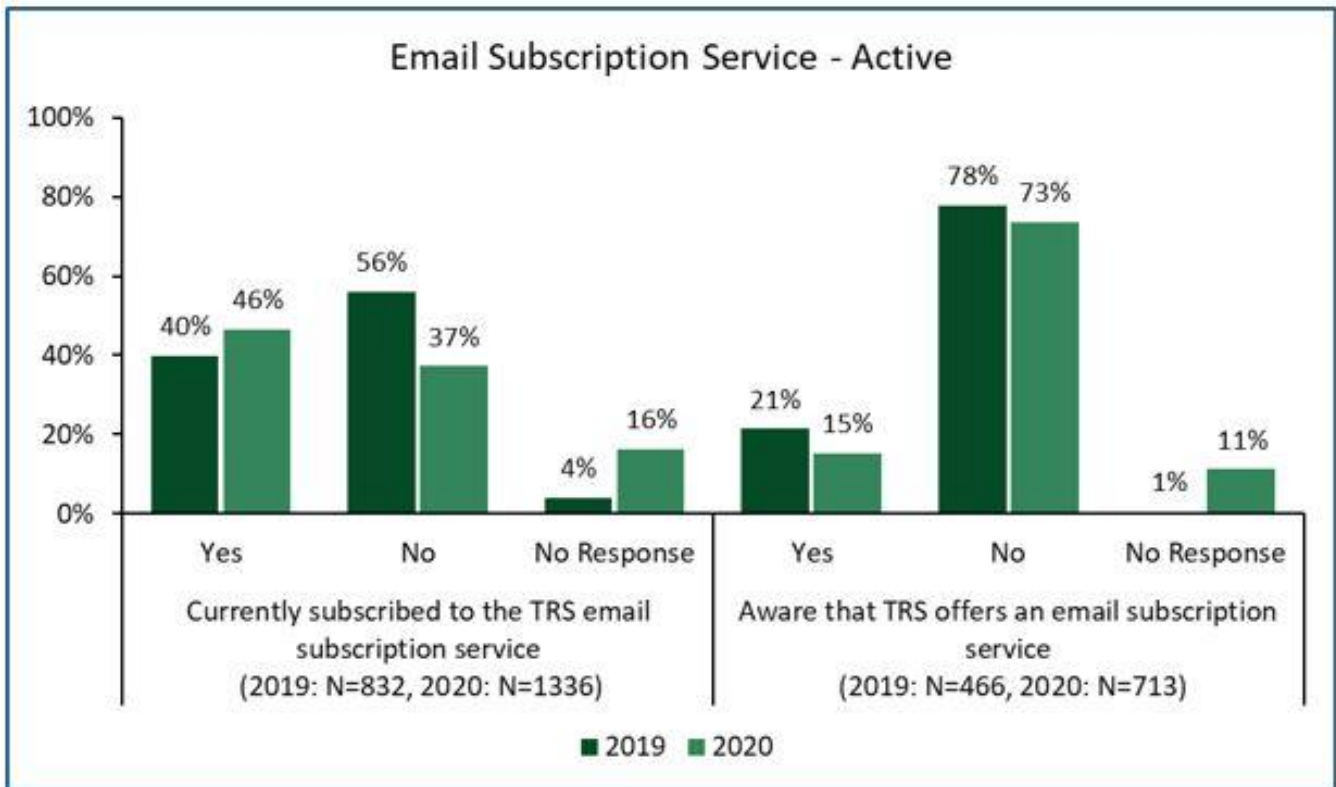


Figure 93 (A & B). Subscription and Awareness to TRS Email Service by Year. For both active and retired members, the subscribers in the TRS email subscription service increases in 2020 compared to 2019. The majority of active and retired members who are not subscribed are not aware of the email subscription service.

TURNOVER INTENT

ORGANIZATION

All Organizations

DEPARTMENT

All Departments

PROGRAM TYPE

All Employees

BOI GROUP

All BOI Groups

TWO YEAR TIME FRAME

2016-2017

SINGLE QUARTER REPORT

Q1.16 Q2.16 Q3.16 Q4.16 Q1.17 Q2.17 Q3.17 Q4.17

Show/Hide PVCG Chart

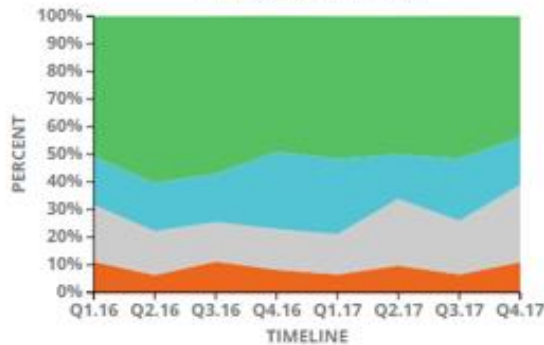


- Extremely Unlikely
- Unlikely
- Neutral
- Likely
- Extremely Likely



All Organizations | All Departments | All Employees | All BOI Groups |

MY ORGANIZATION



VERSANT AGGREGATE

