

**County of Santa Cruz
Equal Employment
Opportunity
&
Cultural Competence Plan**



2022 - 2024

**Adopted by the Board of Supervisors
on December 13, 2022**

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Santa Cruz County CA

Adopted
Dec 13, 2022 9:00 AM

Agenda Item DOC-2022-1024

Accept and adopt the 2022-2024 Equal Employment Opportunity and Cultural Competence Plan, as recommended by the Director of Personnel

Information

Department:	Personnel: Equal Employment Opportunity/Commissions	Sponsors:	Personnel Director Ajita Patel, EEO Officer Mitsuno Baurmeister
Category:	PERS EEO/C - Board Letter	Functions:	General Government

Attachments

[Board Memo](#)
[County of Santa Cruz EEO & Cultural Competence Plan](#)
[County of Santa Cruz EEO & Cultural Competence Plan - Report Cover](#)

Board Letter

Recommended Action(s):

Accept and adopt the 2022-2024 Equal Employment Opportunity and Cultural Competence Plan.

Executive Summary

Attached for your review and approval, please find the proposed *2022-2024 Equal Employment Opportunity and Cultural Competence ("EEO/CC") Plan* for the County of Santa Cruz. Your Board has long been committed to full compliance with the Civil Rights Act of 1964 and all other applicable local, state, and federal nondiscrimination laws. The proposed EEO/CC Plan is designed to establish and confirm our compliance with legal mandates and best practices.

Background

The mission of the Equal Employment Opportunity (EEO) Office is to encourage full participation in the employment process by all sectors of the County population and establish a workplace environment which promotes diversity, equity, and inclusion. The EEO Office, in collaboration with the EEO Commissioners and department heads, developed the proposed *2022-2024 EEO and Cultural Competence Plan* to uphold this mission.

As you are aware, the County receives significant federal and state grant funding. As a condition of receipt of such funding, the County is required to provide the Federal and State government with an EEO Plan which compares the available workforce in the local metropolitan statistical areas with the County government's workforce. It relies on Census data derived from the 2018 American Community Survey and internal County employment data. The plan provides comparisons by gender and race/ethnicity; identifies and describes the County's outreach and recruitment strategies for underutilized populations (i.e., populations where there is a significant gap between the available local workforce and the actual County workforce composition) and outlines specific steps to promote outreach and ensure equal employment opportunity for federally-designated protected classes.

The *2022-2024 EEO/CC Plan* also includes proactive measures to promote a workplace that is reflective of the community which it serves and values the diversity of all its employees. Consideration has been given to aligning the plan with the overarching vision, focus areas, and objectives of the County's Strategic and Operational Plan to promote consistency among the County's overlapping initiatives and blueprints for operational excellence. While the EEO/CC, Strategic and Operational plans were developed through separate processes, conscious effort has been given to incorporating the Strategic and Operational Plans guiding principles within each department's individual EEO/CC plan. This included developing strategies for continuous process improvement and benchmarks and standards for measuring outcomes and progression toward specific objectives.

Prior Changes in Federal Reporting Requirements and State Law

In years prior to developing this plan, some changes to state law and federal reporting required by the Federal Equal Employment Opportunity Commission (EEOC) occurred, which you will see reflected throughout the plan. Since 2016, the County has complied with the Federal EEOC's required addition of new race categories to the County's workforce composition report and EEO-4 report (a detailed biennial report which local governments are required to submit to the Federal EEOC outlining their workforce composition by department, job category, gender, and race as compared with the local available workforce). The additional categories include American Indian/Alaska Native (formerly Native American); Native Hawaiian/Pacific Islander; and Two or More Races. The County's *Workforce Composition and Utilization Analysis Report* was reformatted to include these additional categories and the relevant local metropolitan statistical data.

Additionally, the Gender Recognition Act (Senate Bill 179) was passed in October 2017 which enables California residents to designate their gender identity as nonbinary on state identification documents, including birth certificates, driver's licenses, and state identification cards, without proof of undergoing any gender transition treatment. Reconciling this legislation with federally mandated reporting has proved challenging, as the federal government requires that all government employees be designated as "male" or "female" in mandated workforce composition reporting and does not recognize nonbinary gender identity.

Therefore, you will observe that the proportion of male and female employees is discussed without reference to nonbinary designated employees throughout this plan. However, in practice, the County has updated its internal policies and procedures to fully recognize and support employees who self-identify their gender as nonbinary.

Accordingly, the EEO Office executed a three-phase implementation plan, which included updates to the payroll system, personnel action forms, employee information forms, and new hire in-processing, to enable County employees to designate their gender identity as nonbinary. In addition, a process was developed to enable the County to designate "male" or "female" for mandated federal reporting purposes while complying with Senate Bill 179. The EEO Office is currently engaged in the third phase of implementation, which includes identifying gender sensitivity training for County employees and formalizing the County's practice to written Gender Transition Guidelines that assist departments with supporting their employees who are in the process of gender transition.

Analysis

Plan Process

The *2022-2024 Equal Employment Opportunity and Cultural Competence Plan* was developed

through a collaborative process involving the department heads and the County's *Equal Employment Opportunity Commission*. Each department's workforce statistics, recruitment activities, and selection practices were evaluated to identify individually-tailored strategies and approaches designed to serve and promote specific equal employment opportunity goals and objectives. Commissioners from the Latino Affairs Commission, Women's Commission, and the Commission on Disabilities reviewed the proposed plan and provided feedback and recommendations.

The 2022-2024 EEO/CC Plan is organized into six sections:

- **Section I - Introduction and Overview** - Review of the history and purpose of the EEO/CC Plan and description of the statistical analyses' methodology used.
- **Section II - Countywide Workforce Statistics**- Countywide workforce composition by race/ethnicity, gender, and age and changes in the workforce composition over the last decade.
- **Section III - EEO Office Responsibilities, Activities, and Recommendations.**
- **Section IV - Departmental EEO/CC Plans** with race/ethnicity and gender workforce statistics
- **Section V - Dissemination Plan**
- **Appendix - Cultural Competency Definitions, Standards, and Guidelines**

MULTI-YEAR WORKFORCE COMPOSITION

Section II of the plan presents a detailed comparison of the demographic composition of the Countywide workforce at three points in time: 2009, 2014, and 2022. The following are significant patterns over the course of that time.

Women

The overall representation of women in the County's workforce has fluctuated very little over the past ten years, always exceeding the availability of women in the local labor market as measured by the U.S. Census and the American Community Survey. However, the distribution of women across occupational categories in the following categories is noteworthy:

- In the category of Officials/Administrators, the representation of women improved from 53% to 62% since 2009. The representation of women in the local available workforce within that occupational category is 44%. Accordingly, the County exceeds parity with the local available workforce by 18% within this category.
- In the Professionals category, the representation of women is 63% as it was in 2009 which exceeds parity with the local available workforce by 9%.
- In the Protective Services category, the representation of women has improved by 5% since 2009, increasing from 26% to 31%. This exceeds parity with the local available workforce by 15%.
- The percentage of women in Service/Maintenance positions, another historically male-dominated field, has dropped from 23% in 2009 to 20% currently, representing a 23% underutilization compared with the local available workforce (46%). Service and Maintenance positions continue to receive relatively few female applicants, with male

candidates predominating these recruitments. However, the County's targeted outreach to women's trade and technical associations and schools continues.

Since 2009, the representation of men within the County government's workforce has remained at approximately 41%. The representation of women at the top levels of the organization (e.g., Official Administrators, Professionals, and Protective Services) continues to grow, far exceeding the representation of women within these job categories in the local available workforce.

People of Color

The overall representation of people of color within the County workforce has steadily increased from 37% in 2009, to 42% in 2014, to 52% currently. This indicates that the County's workforce exceeds parity by 17% as compared with the 35% availability of people of color in the local available workforce composition.

The utilization of people of color within the following occupational categories is noteworthy:

- Within the Officials/Administrators category, the representation of people of color increased significantly from 12% in 2009 to 42%, which exceeds parity with the 23% local available workforce by 19%.
- Within the Protective Services category, the representation of people of color increased from 37% in 2009 to 56%, which represents 19% over parity as compared with the 37% local available workforce.
- Within the Skilled Craft Workers category, the representation of people of color increased from 33% in 2009 to 56%. Currently, this exceeds parity by 12% as compared with the 44% local available workforce.
- Within the Service and Maintenance category, the representation of people of color increased from 44% in 2009 to 62% currently which aligns with the 62% local available workforce.

Latino and Hispanic applicants continue to participate in recruitments at higher rates than other people of color for positions providing direct services to the community, reflecting the expanding client-driven, evidence-based need for bilingual, Spanish/English service delivery.

Administrative Review

In the 2013-2016 EEO/CC Plan, the Sheriff's Office, General Services, Public Works, Auditor-Controller-Treasurer-Tax Collector (ACTTC), Planning, and Information Services participated in the administrative review process due to the underutilization of women or people of color as compared with the local available workforce. Currently the departments under administrative review for underutilization of women are Agricultural Commissioner, General Services, Information Services, and Public Works. Planning is the only department currently under administrative review for underutilization of people of color.

Section III outlines in detail the strategies and approaches employed by the various departments under administrative review to confirm and validate their commitment to equal opportunity and nondiscrimination in recruitment and selection.

Cultural Competence

As the diversity of the County's population continues to evolve and progress, the systems in which public services are delivered must be routinely monitored and adapted to meet the needs of the community. An awareness, understanding, and acceptance of the myriad cultural, social, and

environmental frameworks and backgrounds which influence the expectations, motivations, needs, and actions of clients and consumers is imperative to the delivery of appropriate and effective service. This concept, defined as Cultural Competence, has been incorporated within the EEO Plan since 2008 and includes the following standards as defined by the *Cultural Competence Planning Advisory Committee* (see Appendix):

- 1) Each department shall develop, approve and integrate a Cultural Competence Plan to assure attainment of cultural competence within manageable but established timelines.
- 2) All levels of the department, including management and staff, shall be proportionately representative of the consumer populations to be served, knowledgeable in cultural competence and held accountable for the successful implementation of the Cultural Competence Plan.
- 3) Each department shall track the progress made toward implementation of its Cultural Competence plan and evaluate the outcome of that plan.
- 4) Each department shall collect and analyze data to make informed decisions and demonstrate progress toward successful implementation of its Cultural Competence Plan.
- 5) Each department's services shall be culturally accessible to all potential consumers, provided in an appropriate, effective, and understandable manner, and compatible with consumers' cultural beliefs and practices and preferred language. The department's services shall be representative of the consumer demographics and geographic area.

At your Board's direction, each County department has developed a *Cultural Competence Plan* based upon the above standards and guiding principles. This plan's Appendix further delineates the overarching cultural competence definitions, standards, and guidelines which likewise informed each department's individual plan.

Conclusion

The EEO Office is grateful to the County Administrative Officer and each department head for their invaluable contributions to the EEO/CC Plan's development process. The accountability, transparency, and collaboration exemplified by County leadership throughout this process has largely contributed to the overall quality and comprehensiveness of this plan. The EEO Office also thanks the County EEO Commissioners for their time, efforts, and contributions in thoroughly reviewing the plan and offering feedback. The feedback and recommendations of the *Latino Affairs Commission*, *Commission on Disabilities*, and *Women's Commission* were also greatly appreciated in finalizing the plan for the Board's consideration.

The EEO Office is proud to present the proposed *2022-2024 Equal Employment Opportunity and Cultural Competence Plan* to your Board for your approval and adoption.

Financial Impact

There are no financial impacts associated with the proposed plan.

Body

Strategic Plan Element(s)

6.B (Operational Excellence: County Workforce) - Attract, grow, and retain a diverse, engaged, and

high-performing County workforce that reflects our community.

Meeting History

Dec 13, 2022 9:00 AM Video

**Board of
Supervisors**

Regular Meeting

 **Draft**

RESULT: **ADOPTED [UNANIMOUS]**

MOVER: Greg Caput, Fourth District Supervisor

SECONDER: Ryan Coonerty, Third District Supervisor

AYES: Manu Koenig, Zach Friend, Ryan Coonerty, Greg Caput, Bruce McPherson

Discussion

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County of Santa Cruz
Equal Employment
Opportunity
&
Cultural Competence Plan



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COUNTY OF SANTA CRUZ

2022-2024

EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN

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SECTION I

INTRODUCTION

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OVERVIEW

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SECTION I

INTRODUCTION AND OVERVIEW

The County of Santa Cruz has long been committed to full compliance with the Civil Rights Act of 1964 and all other applicable local, state, and federal laws related to equal employment opportunity and nondiscrimination. County policy mandates nondiscrimination in all employment transactions. The County accords all employees and applicants objectivity, fairness, and impartiality, without consideration of or regard to race, color, creed, religion, national origin, ancestry, disability, medical condition (cancer-related or genetic characteristics), marital status, sex, sexual orientation, gender, gender expression, gender identity, transgender status, age (over 18), veteran status, pregnancy, or any other non-merit factor.

Since 2003 the County's *EEO/CC Plan* has included a cultural competence component. The incorporation of cultural competence objectives and standards reflects the County's global understanding of and commitment to the values and principles of equity, accessibility, inclusion, diversity, empathy, trust, and service and aligns with the Board's commitment to anti-racism efforts. Cultural competence is not only a critical component of the County's overarching mission and Strategic Plan, but it is a crucial element of effective day-to-day workplace operations in its service to a diverse local community. In order to deliver appropriate, accessible, and effective services, public servants must have awareness, sensitivity, understanding, and acceptance of the diversity of cultural frameworks, beliefs, customs, personal experiences, differing abilities and native languages of those for whom the services are intended. This concept, known as "cultural competence," is an important component of the plan.

In 2020 the Board of Supervisors declared racism a public health crisis. In planning for a greater equity focus within the FY 2021-23 Operational Plan, the County Administrative Office brought together an Equity & Data working group. The cross-functional team is tasked with gathering information about equity efforts across all County departments, developing an equity resource guide that provides definitions, tools, and other resources for departments and staff engaged in equity work, and delivering training to staff on how to develop operational plan objectives that identify disparities and set forth action plans to address them.

The *EEO/CC Plan* analyzes the County's workforce statistics by age, ethnicity, and gender. Each department has identified specific steps, standards for measuring outcomes, and long-term goals to ensure and promote equal employment opportunity and cultural competence and to eliminate bias and artificial barriers to employment. The plan provides County departments with practical strategies and approaches to achieve the parallel goals of hiring the best-qualified employees; providing the highest possible quality of service to clients and members of the public; promoting and establishing an inclusive workplace environment; and employing every effort to hire a workforce reflective of and sensitive to the needs of the diverse local community.

The Board of Supervisors has formalized the County's EEO policy in Section 191 of the County's Personnel Regulations, which are available to County employees

Section I - Introduction and Overview

via the County’s Intranet system and to members of the public on the Internet at <http://www.santacruzcounty.us/Departments/Personnel/PoliciesForms.aspx>. The *EEO/CC Plan* is designed to further that policy. Additionally, in 1975 the Board of Supervisors adopted *SCCC Chapter 2.40* establishing the Santa Cruz County Equal Employment Opportunity Commission (EEOC) and mandating that the EEOC review and monitor the *EEO/CC Plan*.

Summary and Analysis of Countywide Statistics

1. Comparison Between Actual County Workforce and Available Workforce

This plan compares the gender and ethnic composition of the County’s workforce to the composition of the local available workforce within the Santa Cruz County Core-Based Statistical Area (CBSA), as measured by the 2014-2018 American Community Survey (ACS). The workforce composition is presented for the County as a whole within this plan, as well as for each individual department.

The percentage of employees in each ethnic and gender group is referred to as the “utilization” rate. Where a particular group represents a smaller percentage of the County workforce as compared with the group’s representation within the local available workforce as defined by the Santa Cruz County CBSA, this group is considered “underutilized.” Charts which compare the County’s utilization rates for each ethnic and gender group to the statistical representation of these groups within the CBSA are set forth in *Section II: Countywide Workforce Statistics*.

The following chart summarizes the County’s overall workforce composition as of September 30, 2022:

Available CBSA Workforce (2014-2018 ACS)		Actual Santa Cruz County Government Workforce (September 30, 2022)	
Ethnicity	% of Community	% of Workforce	# of Employees
African American	1%	2%	46
Asian	5%	4%	103
American Indian/ Alaskan Native	0%	1%	18
Hispanic/Latino	25%	43%	990
Native Hawaiian/Pacific Islander	0%	0%	7
Balance*	3%	2%	50
Total People of Color	35%	52%	1,214
White	65%	48%	1,115
Women	46%	59%	1,377
Men	54%	41%	952

*Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Section I - Introduction and Overview

2. Underutilization Statistics by Occupational Category

In addition to comparing the demographic composition of the overall County workforce and the workforce of each department to Santa Cruz County’s CBSA labor market, this plan makes the same comparison for each Federal EEOC-designated occupational category as measured by the ACS: Officials and Administrators, Professionals, Technicians, Protective Services, Paraprofessionals, Administrative Support, Skilled Craft Workers and Service and Maintenance Workers. The County strives to ensure equal employment opportunity in all occupational categories, from entry-level trainee positions to upper-level management positions.

Although the County’s overall utilization of both women and people of color exceeds the availability of these groups in the local CBSA, some specific occupational categories nonetheless continue to experience underutilization of either women or people of color. The following chart specifies those occupational categories in which the County’s utilization of women or people of color falls below these groups’ representation in the local available labor market. A significant disparity between the County’s workforce composition and the local available workforce exists only within the Service and Maintenance category.

Countywide Under-Utilization Rates (exceeding 10%) by Occupational Category as of September 30, 2022				
Gender/Ethnicity	Occupational Category	Local Available Labor Pool	County Workforce	Under-Utilization Rate
Women	Service & Maintenance	43%	20%	- 23%
Men	Officials & Administrators	56%	38%	- 18%
	Technicians	52%	31%	- 21%
	Protective Services	84%	69%	-15%
	Administrative Support	40%	13%	- 27%
Black/ African American	No Underutilization > 10%			
Latino/Hispanic	No Underutilization > 10%			
Asian	No Underutilization > 10%			
Native Hawaiian/ Pacific Islander	No Underutilization > 10%			
American Indian/ Alaskan Native	No Underutilization >10%			
White	Officials & Administrators	77%	58%	- 19%
	Professionals	78%	61%	- 17%
	Protective Services	63%	44%	- 19%
	Administrative Support	61%	29%	- 32%
	Skilled Craft Workers	56%	44%	- 12%

Section I - Introduction and Overview

3. Six-Year Statistical Comparison

The County's workforce continues to become increasingly ethnically diverse. Notably, between 2014 and 2022, the overall utilization of people of color increased from 42% to 52% which exceeds the local available workforce percentage by 17%. The County's utilization rates for African Americans (2%) and American Indians/Alaskan Natives (1%) have remained unchanged between 2014 and 2022, while the utilization rate for Latinos has increased by 8% from 35% to 43%. The utilization rate for Asians decreased slightly from 5% to 4% between 2014 and 2022. In 2019, the Federal EEOC categories were updated to identify Native Hawaiian/Pacific Islanders as a separate category with a utilization rate of less than 1% and it remains so in 2022. The addition of a "2 or more races" EEO category pulled some employees from other categories to self-identify as employees whose ethnic background includes two or more races. Eventually, "2 or more races" was replaced by the "Balance" category which includes the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races. The County's utilization of women has remained stable over the last six years at approximately 59% and continues to far exceed the representation of women in the local available workforce by a 13% margin. More detailed multi-year comparison data is outlined within Sections II and III of the plan.

4. County Workforce by Age

The County of Santa Cruz promotes and offers equal employment opportunities to all qualified persons, regardless of age. As the following chart demonstrates, 65% of County employees are over the age of 40:

COUNTY WORKFORCE BY AGE (September 30, 2022)	
Under age 30	9% (208)
30 - 39 years	26% (616)
40 - 50 years	30% (719)
51 - 60 years	23% (547)
61 years and over	12% (285)
Total Employees	2,375

More detailed information with respect to the age demographics of County employees is provided within *Section II: Countywide Workforce Statistics*.

5. County Workforce by Disability

The Federal Census does not currently provide workforce statistics based upon disability, which makes it impossible to accurately compare the County's utilization of persons with disabilities to the availability of such persons in the

Section I - Introduction and Overview

local labor market within job classifications. However, the 2014-2018 American Community Survey data indicates that 11.6% of the total civilian non-institutionalized population reported having disabilities. In early 2022, the County conducted a voluntary *Diversity, Equity and Inclusion Employee Survey* in which 34% of the 512 participants who provided disability data self-identified as having a disability representing 22% of all County staff. The County's recruitment of persons with disabilities and reasonable accommodation and public access policies and activities are discussed in detail within *Section III: Countywide Equal Employment Opportunity Activities and Recommendations*.

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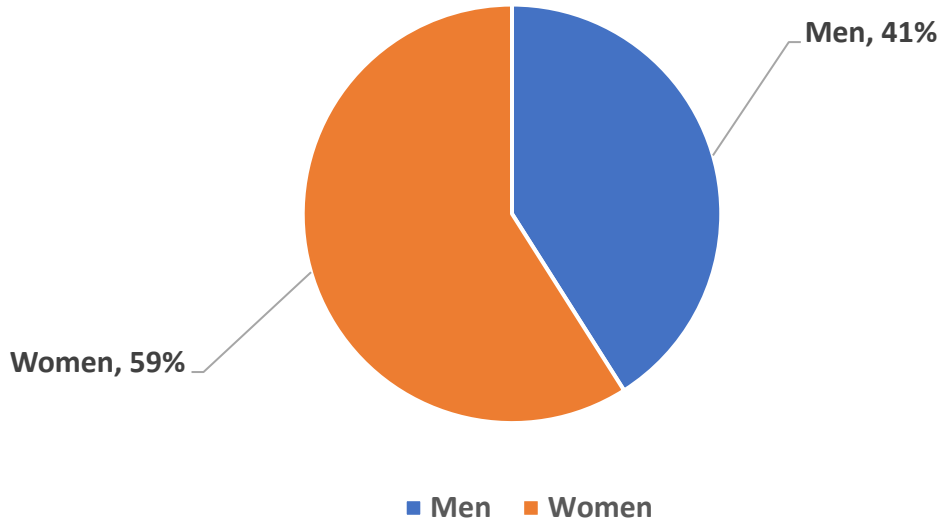
SECTION II

COUNTYWIDE

WORKFORCE STATISTICS

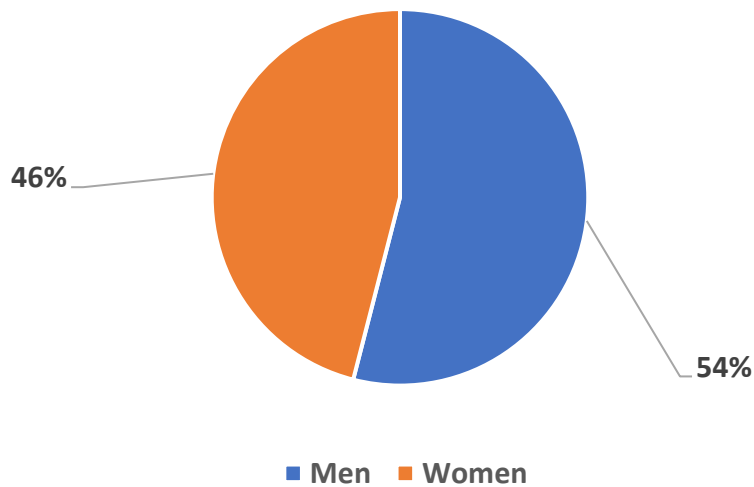
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Santa Cruz County Government Workforce by Gender – September 2022

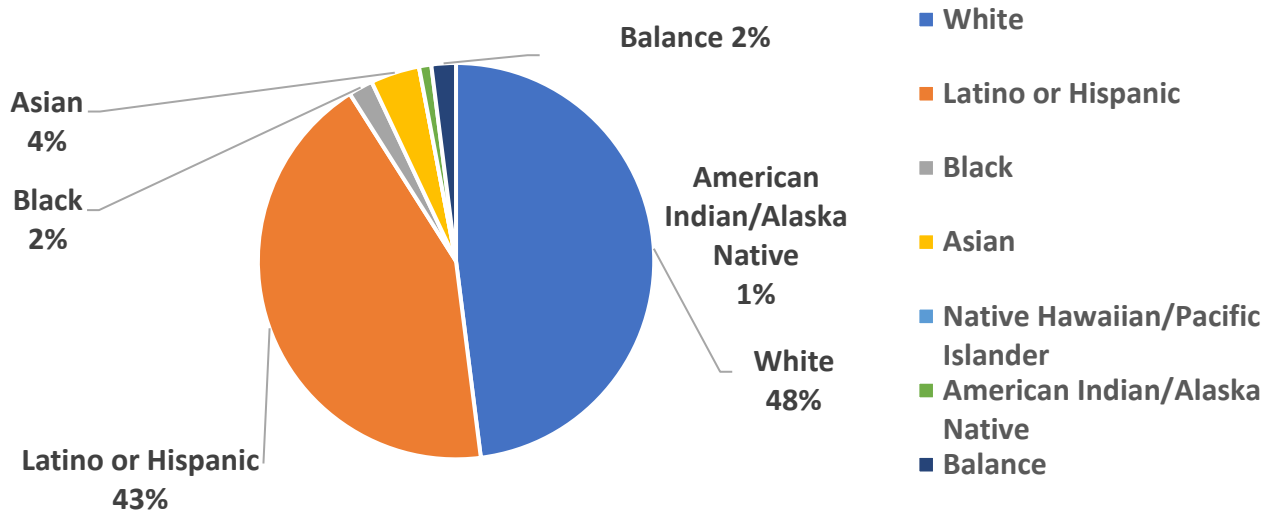


MULTI-YEAR COMPARISON OF WORKFORCE BY GENDER 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
Women	59% (1,331)	59% (1,237)	59% (1,377)
Men	41% (926)	41% (847)	41% (952)
Total Employees	2,257	2,084	2,329

Local Available Workforce—2018 American Community Survey



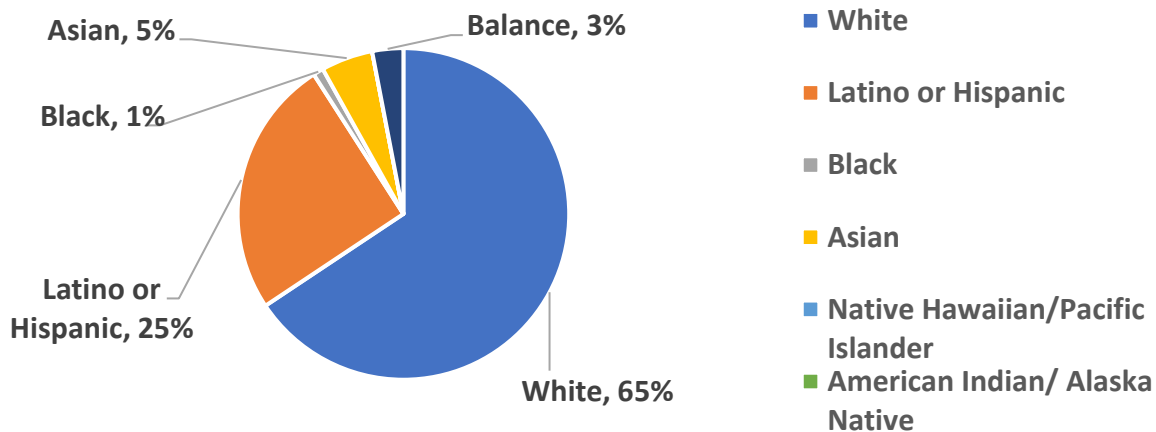
Santa Cruz County Government Workforce by Ethnicity – September 2022



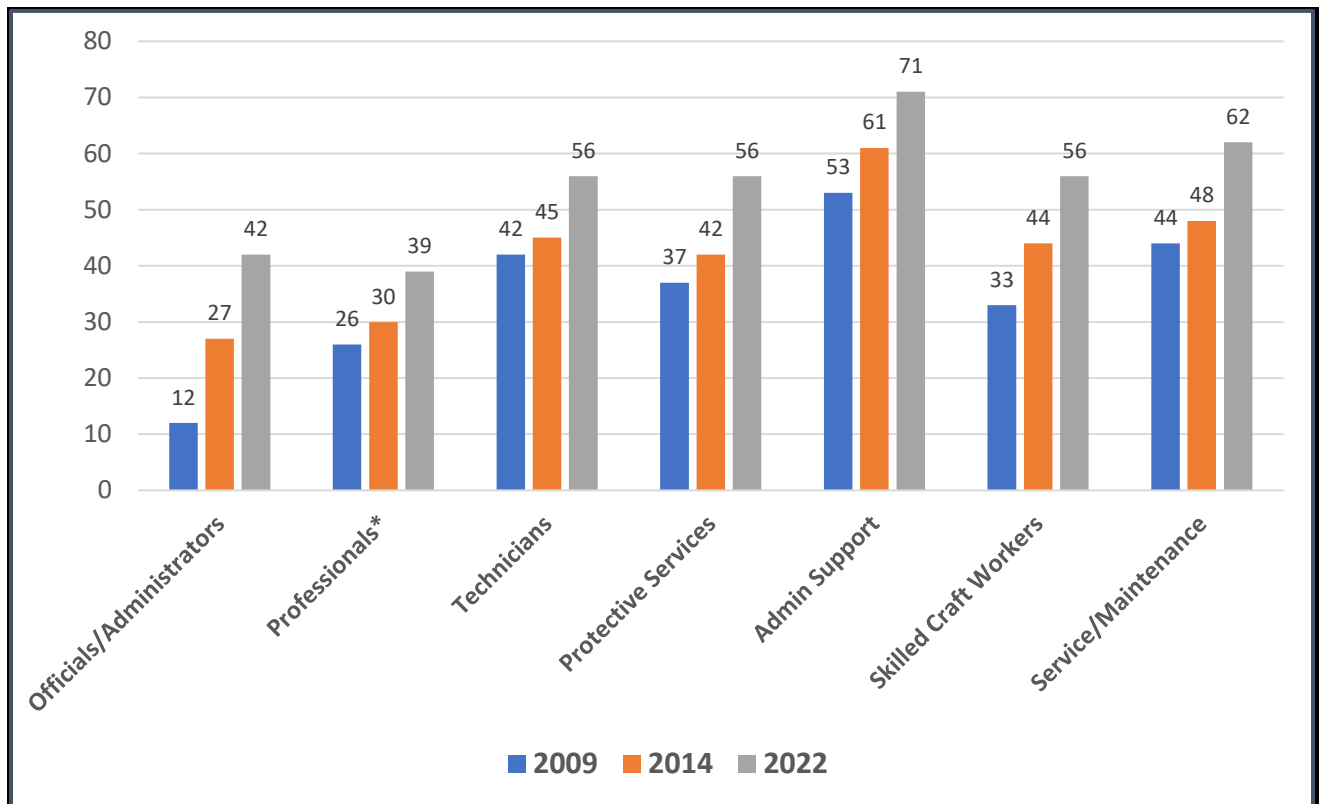
MULTI-YEAR COMPARISON OF WORKFORCE 2009-2022 BY EEOC CATEGORY			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	63% (1,424)	58% (1,202)	48% (1,115)
Latino or Hispanic	30% (668)	35% (728)	43% (990)
Black	2% (39)	2% (33)	2% (46)
Asian	4% (95)	5% (98)	4% (103)
Native American (renamed)	1% (31)	1% (23)	N/A
American Indian/Alaskan Native	N/A	N/A	1% (18)
Native Hawaiian/ Pacific Islander (new)	N/A	N/A	0% (7)
Balance (new)*	N/A	N/A	2% (50)
Total Employees	2,257	2,084	2,329

*Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Local Available Workforce—2018 American Community Survey



MULTI-YEAR COMPARISON OF SANTA CRUZ COUNTY PERCENTAGE OF WORKFORCE UTILIZATION FOR PEOPLE OF COLOR BY OCCUPATIONAL CATEGORY (2009-2022)



Percentage of People of Color by Job Category			
Job Category	2009	2014	2022
Officials/Administrators	12%	27%	42%
Professionals*	26%	30%	39%
Technicians	42%	45%	56%
Protective Services	37%	42%	56%
Admin Support	53%	61%	71%
Skilled Craft Workers	33%	44%	56%
Service/Maintenance	44%	48%	62%

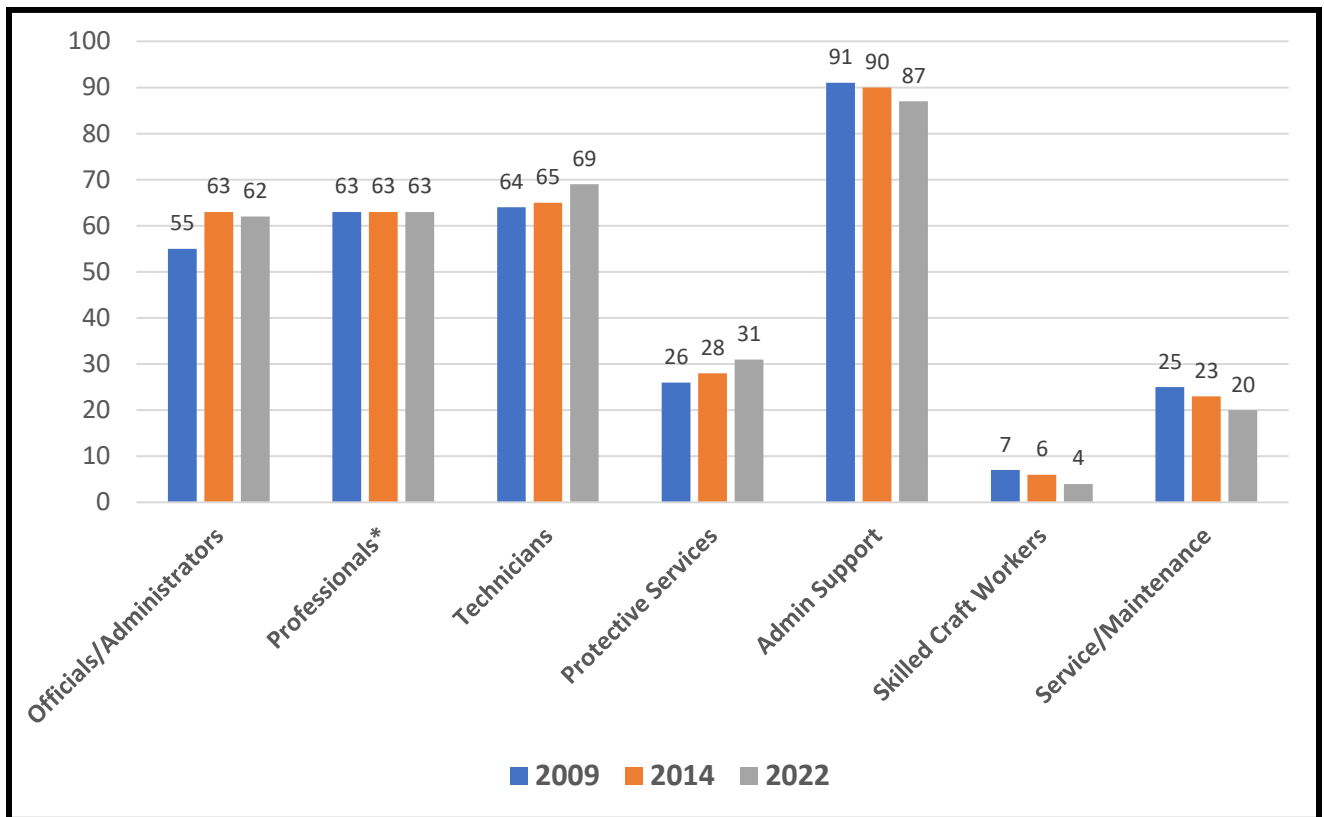
* The single Paraprofessional position has been included in the Professionals category data. Currently the position is being filled by a female person of color.

Percentages listed under each year represent actual percentages of people of color within specific occupational categories.

Current workforce figures are compared to the local available labor market based on 2018 American Community Survey data.

Note: The percentage of people of color within each job category has continued to increase, with most categories exceeding a 50% utilization of people of color.

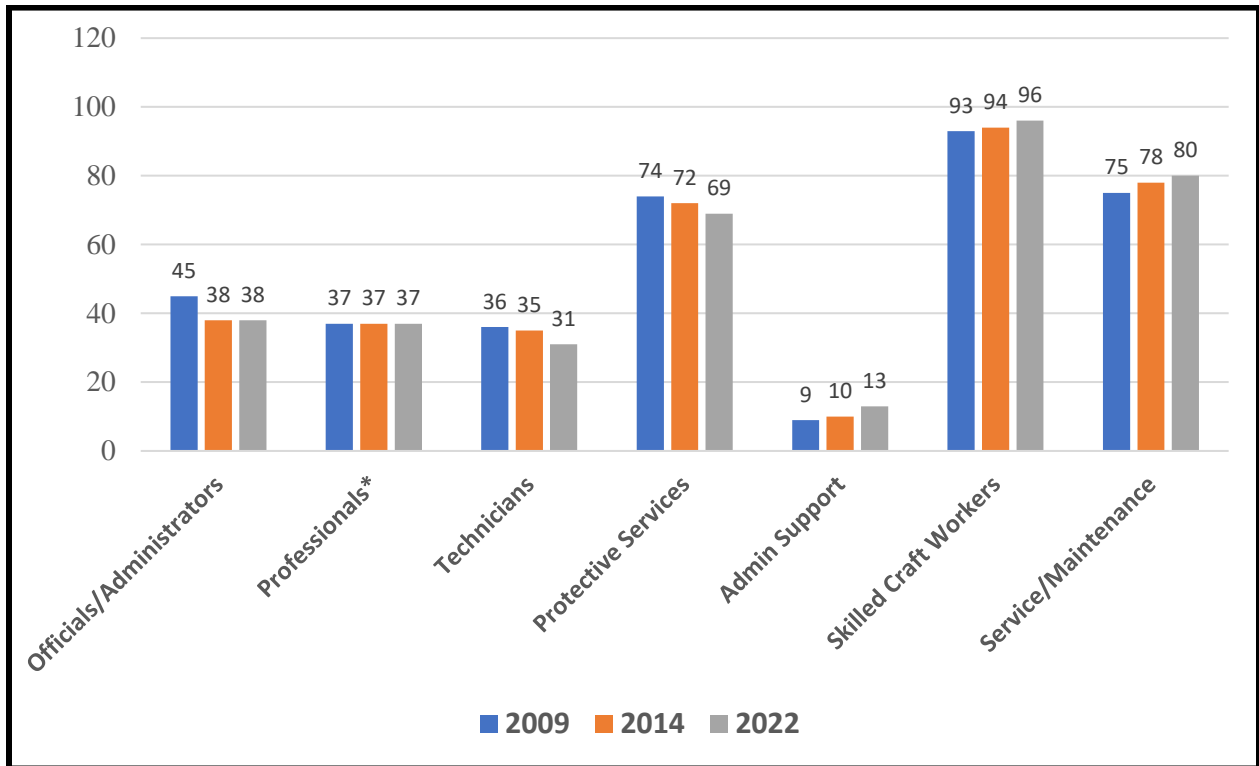
MULTI-YEAR COMPARISON OF SANTA CRUZ COUNTY PERCENTAGE OF WORKFORCE UTILIZATION FOR WOMEN BY OCCUPATIONAL CATEGORY (2009-2022)



Percentage of Women by Job Category			
Job Category	2009	2014	2022
Officials/Administrators	53%	60%	62%
Professionals*	63%	64%	63%
Technicians	66%	65%	69%
Protective Services	26%	27%	31%
Admin Support	92%	89%	87%
Skilled Craft Workers	7%	7%	4%
Service/Maintenance	23%	24%	20%

* The single Paraprofessional position has been included in the Professionals category data. Currently the position is being filled by a female person of color.

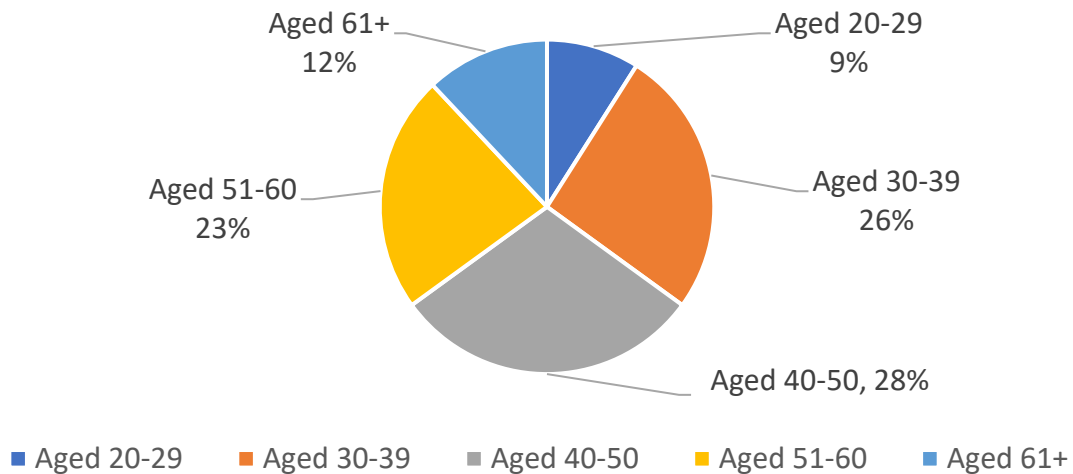
MULTI-YEAR COMPARISON OF SANTA CRUZ COUNTY PERCENTAGE OF WORKFORCE UTILIZATION FOR MEN BY OCCUPATIONAL CATEGORY



Percentage of Men by Job Category			
Job Category	2009	2014	2022
Officials/Administrators	47%	40%	38%
Professionals*	37%	36%	37%
Technicians	34%	35%	31%
Protective Services	74%	73%	69%
Admin Support	8%	11%	13%
Skilled Craft Workers	93%	93%	96%
Service/Maintenance	77%	76%	80%

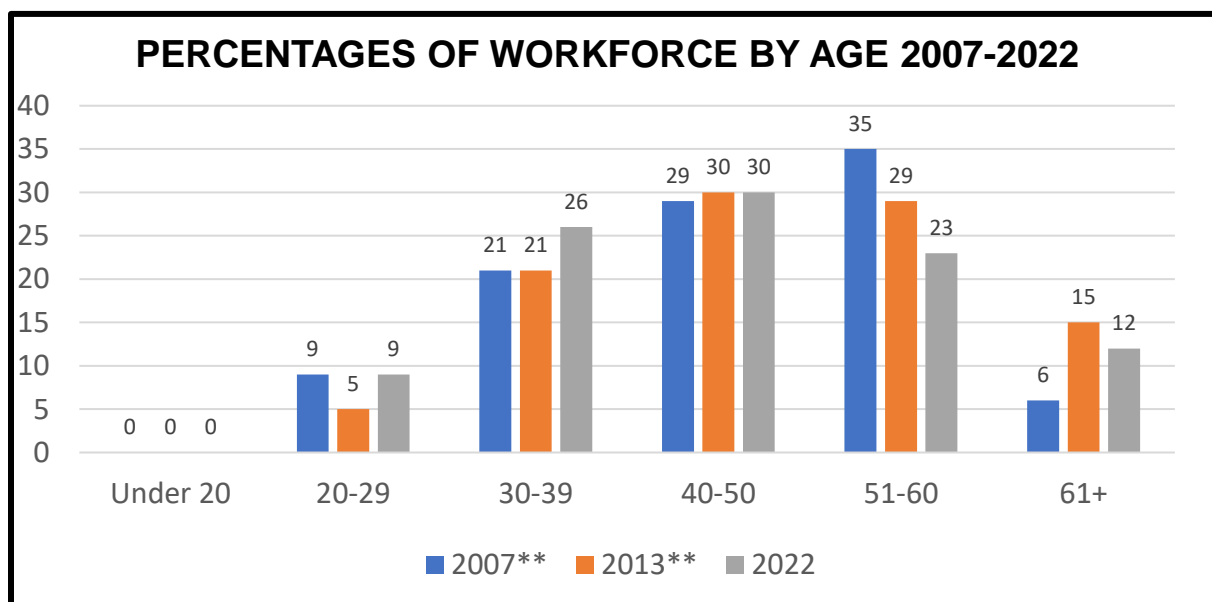
* The single Paraprofessional position has been included in the Professionals category data. Currently the position is being filled by a female person of color.

Santa Cruz County Government Workforce by Age – 2022



Age	2007**	2013**	2022
Below 20	0% (0)	0% (0)	0% (0)
20-29	9% (221)	5% (104)	9% (208)
30-39	21% (515)	21% (443)	26% (616)
40-50	29% (712)	30% (645)	30% (719)
51-60	35% (859)	29% (616)	23% (547)
61 +	6% (147)	15% (308)	12% (285)
Total Employees	2,454	2,116	2,375

**Earlier reports could not be run by date. Existing data from 2007 and 2013 were used as proxies for 2009 and 2014 data respectively.



COUNTY OF SANTA CRUZ
 SANTA CRUZ COUNTY GOVERNMENT
 WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS
 SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	10	8	2	8	2	10	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		80%	20%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	71	27	44	-13	13	41	-14	2	1	18	7	6	3	1	1	0	0	3	1	30	14
ADMINS		38%	62%	56%	44%	58%	77%	3%	1%	25%	15%	8%	4%	1%	0%	0%	0%	4%	3%	42%	23%
PROF	914	340	574	-80	80	554	-159	18	9	254	144	55	0	6	6	2	2	25	-2	360	159
		37%	63%	46%	54%	61%	78%	2%	1%	28%	12%	6%	6%	1%	0%	0%	0%	3%	3%	39%	22%
TECH	359	112	247	-75	75	158	-25	4	0	163	16	18	4	5	5	3	3	8	-3	201	25
		31%	69%	52%	48%	44%	51%	1%	1%	45%	41%	5%	4%	1%	0%	1%	0%	2%	3%	56%	49%
PROT	319	219	100	-49	49	139	-62	15	9	149	66	9	3	3	3	0	0	4	-15	180	62
SERV		69%	31%	84%	16%	44%	63%	5%	2%	47%	26%	3%	2%	1%	0%	0%	0%	1%	6%	56%	37%
PARA-	1	0	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1
PROF		0%	100%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%
ADMIN	440	59	381	-117	117	126	-142	4	0	294	166	9	-13	1	1	0	0	6	-12	314	142
SUPP		13%	87%	40%	60%	29%	61%	1%	1%	67%	29%	2%	5%	0%	0%	0%	0%	1%	4%	71%	39%
SK CRAFT	94	90	4	3	-3	41	-12	2	2	45	7	3	1	1	1	2	2	0	-1	53	12
WORKERS		96%	4%	93%	7%	44%	56%	2%	0%	48%	40%	3%	2%	1%	0%	2%	0%	0%	1%	56%	44%
SVC &	121	97	24	28	-28	46	0	1	0	66	-1	3	-2	1	1	0	0	4	2	75	0
MAINT		80%	20%	57%	43%	38%	38%	1%	1%	55%	55%	2%	4%	1%	0%	0%	0%	3%	2%	62%	62%
TOTAL**	2329	952	1377	-306	306	1115	-399	46	23	990	408	103	-13	18	18	7	7	50	-20	1214	399
		41%	59%	54%	46%	48%	65%	2%	1%	43%	25%	4%	5%	1%	0%	0%	0%	2%	3%	52%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

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SECTION III

COUNTYWIDE

EQUAL EMPLOYMENT OPPORTUNITY

ACTIVITIES & RECOMMENDATIONS

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SECTION III

Countywide EEO Activities and Recommendations

The County of Santa Cruz's Equal Employment Opportunity (EEO) Office has three primary areas of responsibility: 1) enforcement of Title VII of the Civil Rights Act of 1964; 2) enforcement of the Americans with Disabilities Act (ADA) and California's Fair Employment and Housing Act (FEHA); and 3) training County employees on the prevention of sexual harassment and abusive conduct, equal employment opportunity, diversity and inclusion, and nondiscrimination in the workplace.

I. Title VII of the Civil Rights Act of 1964

The County of Santa Cruz, as a public entity, is subject to the employment discrimination prohibitions established within Title VII of the Civil Rights Act of 1964. The County's EEO Office is charged with monitoring and upholding compliance with Title VII's provisions. The EEO Office employs a comprehensive, multifaceted approach in undertaking this obligation, as described in detail below.

A. Administrative Review

An employee base that is reflective of the demographic composition of the local available workforce is one indication of a workplace that values and supports equal employment opportunity. For the past twenty-eight years, the County of Santa Cruz has directed the administrative review process as a mechanism for monitoring and promoting equal employment opportunity, diversity and inclusion, cultural competency, and nondiscrimination.

The Board of Supervisors first approved the administrative review process in the *1994-1996 Equal Employment Opportunity (EEO) Plan* and has repeatedly confirmed its support for this process through the ratification of every subsequent EEO plan. The Personnel Department and the EEO Office provide additional administrative review and support for those departments whose total representation of people of color or women is greater than 10% below the availability of these protected classes within the local labor market. The proportion of women and people of color available in the local labor pool for purposes of comparison with the County's workforce is drawn from local labor statistics issued by the 2014-2018 American Community Survey (ACS). As recommended in prior EEO/CC Plans, the EEO Office provides departments under administrative review with enhanced oversight in their recruitment and selection processes, including reviewing and revising recruitment plans to support outreach to a broad representation of the community, reviewing job candidate certification lists and approving appointment memoranda.

The administrative review process has greatly enhanced the County's ability to track recruitment, examination, hiring, and other personnel transactions to comply with federal and state laws mandating equal employment opportunity

and nondiscrimination. This process also enables the County to early identify and address EEO issues, such as disparate impact caused by facially neutral selection criteria before they can evolve into entrenched organizational and systemic inequalities or result in formal discrimination complaints.

i. Departments on Administrative Review

When the *2013-2016 EEO/CC Plan* was adopted, the following departments were on administrative review for the underutilization of women and/or people of color in excess of 10% of the local available workforce: Auditor-Controller, General Services, Information Services, Planning, Public Works, and Sheriff's Office. The administrative review process has assisted these departments in their outreach, recruitment, and selection processes in order to identify potential barriers to employment for underrepresented groups and to develop and implement policies and procedures consistent with the objectives of nondiscrimination, equal opportunity, diversity, and inclusion.

Since implementation of the *2013-2016 EEO/CC Plan*, these departments have improved their diversity and/or maintained their existing diversity. With respect to the *2022-2024 EEO/CC Plan*, the following departments will collaborate with the EEO Office and Personnel Department in the administrative review process: Agricultural Commissioner, General Services, Information Services, Planning, and Public Works.

Below is a status summary of each department that was on administrative review when the *2022-2024 EEO/CC Plan* was proposed based upon September 30, 2022 workforce statistics.

a. Agricultural Commissioner

Utilization of women in the Agricultural Commissioner's Department is 32% representing a 14% underutilization compared to the market availability of 46%. The department currently employs 25 employees. The department will collaborate with the EEO Officer and Personnel's Employment Services Division in developing targeted outreach plans to attract more qualified women as applicants, particularly in the professionals and technicians job categories.

b. General Services

The General Services Department's overall utilization of women has improved from 17% in the *2013-2016 EEO/CC Plan* to 33%, which still represents a 13% underutilization. The job category of Service and Maintenance and Officials and Administrators account for most of the underutilization, as women are well represented within other EEOC job categories. Recruitment for Service and Maintenance positions continues to attract relatively few female applicants. However, the department continues to work closely with Personnel to develop targeted outreach plans encouraging gender diversity in applicants for positions.

c. Information Services

The Information Services Department has experienced difficulty recruiting women in recent years. Currently, the department has its first female director, Tammie Wiegl, and women comprise 27% of the department's workforce, which represents a 6% improvement since the time the 2013-2016 EEO/CC Plan was adopted. Currently, The department will continue to collaborate with Personnel on recruitment and outreach strategies to improve gender diversity and ensure that oral boards are reflective of the candidate pool. The department's EEO/CC Plan includes a commitment to working with Cabrillo College; California State University, Monterey Bay; San Jose State University; University of California at Santa Cruz; and the Women in Technology International organization (WITI) to improve the representation of women in its workforce.

d. Planning

The Planning Department remains on administrative review for the underutilization of people of color. The department has experienced an improvement in its utilization of people of color from the 15% underutilization when *2013-2016 EEO/CC Plan* was adopted, to the current 12% underutilization of people of color. The department continues to employ bilingual staff in several positions. These bilingual recruitments have resulted in more diverse candidate pools and have better equipped the department to serve the County's substantial Spanish-speaking community. The Planning Department's *EEO/CC Plan* identifies concrete steps and approaches to promote equal opportunity and a workforce more representative of the diverse community it serves.

e. Public Works

Since adoption of the last EEO/CC Plan, the Department of Public Works has seen a slight decline in its overall representation of women. The pronounced underutilization of women in the Service and Maintenance category accounts for the majority of this underutilization, as women are well-represented in most other categories. Most Public Works positions have historically been non-traditional positions for women; however, the department has made great strides in augmenting the representation of women in many historically non-traditional positions, including *Assistant Director, Senior Civil Engineer, Engineer Technician, Disposal Site Maintenance Worker, and Senior Engineer Associate*. Applications from women for Service and Maintenance positions remain scarce. The department's concerted efforts to recruit, retain, and promote women are discussed in detail in its departmental EEO/CC plan. Targeted outreach efforts have capitalized on the growing number of women's professional and trade organizations in service and maintenance fields and technical education programs.

B. Recruitment and Outreach Activities

i. Advertising and Outreach

The Personnel Department's Employment Services Division (ESD), in conjunction and collaboration with the EEO Office, has greatly expanded its online presence and advertising strategies to remain competitive with the private sector and reflect new developments and approaches in the fields of recruitment and talent acquisition. In addition to marketing job opportunities on the Personnel Department's Employment Opportunities website, ESD routinely posts job opportunities on leading local, state, and national recruitment websites, including: Indeed.com, LinkedIn, Monterey Bay Help Wanted, Craigslist Monterey Bay and Bay Area, California State Association of Counties (CSAC), CalJOBS, International City/County Management Association (ICMA), Careers in Government, and California County News.

Recent outreach efforts have also focused on publishing targeted advertisements on the websites of field-specific professional organizations and associations that promote diversity. Further expanding its online footprint, the County of Santa Cruz has established a social media presence by launching Facebook and Twitter pages. All of these efforts support the objective of the EEO Office and ESD to increase the visibility and desirability of County employment, attract highly skilled and competent employees, and provide targeted outreach to traditionally and currently underrepresented populations in order to foster a workforce reflective of the diverse local populations which it serves.

Since adoption of the *2013-2016 EEO/CC Plan*, the Personnel Department has included dedicated staff tasked with talent acquisition who assist with targeted outreach and publicity for highly specialized and difficult-to-recruit positions; network with various professional and trade organizations and associations; and perform outreach to attendees of local, state, and national professional and trade conferences and seminars.

Additionally, ESD marketing materials have been rebranded to depict working at Santa Cruz County holistically, as a lifestyle package rather than just a job, and feature the slogan "*Live here. Work here. Play here.*". The Personnel website is now more accessible and user-friendly with a "tiles" browsing format and pictures of staff, County facilities, and local communities to reflect the County's values as an employer and the benefits of working with and serving a diverse and vibrant community.

The Employment Services Division continues to conduct extensive outreach throughout the Monterey Bay Area and has expanded to include the greater Bay Area, statewide, and nationwide, in outreach efforts as appropriate. Job opportunity announcements for most positions—with the exception of highly specialized positions—have attracted large applicant pools in recent years, resulting in a more diverse workforce and competitive screening and testing processes. To promote the objective of recruiting a

diverse workforce, ESD distributes job announcements to local libraries, colleges, other government entities, the advisory commissions created by the Board of Supervisors to promote and represent the interests of protected classes (e.g., the Latino Affairs Commission, the Commission on Disabilities, the Equal Employment Opportunity Commission, and the Women's Commission), and external organizations dedicated to advancing the interests of underutilized groups (e.g., the National Association of Women in Construction, ALCANCE which provides under-resourced, at promise, or re-entry youth and adults with economic opportunities and mentoring services, etc.).

Employment Services staff routinely perform direct community outreach by attending local job fairs and community events to provide information about job openings and the job interest system, including participation in the following: Workforce Santa Cruz, Community Action Board, ALCANCE Trades and Career Fair, Jail to Jobs career panel, Access to Employment job fair, proactive outreach to the University of California at Santa Cruz (UCSC), Cabrillo College, California State University-Monterey Bay (CSUMB), and San Jose State University (SJSU), along with community agencies, libraries, community members, clinics, city governments, and associations that represent diverse cross-sections of our community.

In order to identify and eliminate disparate impact and potential barriers to employment for women, people with disabilities and people of color, during the testing, interview, and hiring processes, ESD and the EEO office oversee drafting and revision of job specifications within the Employment Relations and Salary Administration (ERSA) division. This collaboration ensures that job qualifications and educational requirements are necessary, specific and narrowly tailored to the essential functions of the position. Further, ERSA staff generate application flow reports for each job recruitment which are reviewed by the EEO Officer to ensure that application, screening, testing, interview panel, and selection interview procedures and processes do not have an adverse effect on applicants of any protected class.

ii. Volunteer Initiative Program

The Personnel Department administers the County's Volunteer Initiative Program (VIP), which offers students and community members the opportunity to acquire on-the-job experience and engage in experiential learning to improve their employability through volunteer work with County departments. Volunteer experience also provides avenues for persons who have experienced barriers to employment, gaps in employment, and/or limited work histories to enter or return to the workforce. The County regularly publicizes available opportunities to volunteer through the VIP program at career days, community events and meetings, and on the County website. The VIP program endeavors to enlist a broad representation of the community and equip vulnerable and/or inexperienced sectors of the

community with the skills, experience, and resources needed to transition into steady, paid employment.

iii. Outreach to Schools and Colleges

Personnel Department staff participate in high school career days and other programs at local schools to provide early exposure to a wide range of information regarding the variety of career opportunities with the County, including panel discussions about our recruitment, hiring, and selection processes. Employment Services also conducts email campaigns targeting specific majors to invite students from diverse programs to attend ESD presentations.

County staff, (including ESD, EEO, attorneys, engineers, and law enforcement), coordinate with a local non-profit agency, “*Your Future is Our Business*” (YFIOB) to participate in career day panels at local high schools and middle schools. The Personnel Department adopts a policy of early intervention, recognizing that exposure to the wide range of employment opportunities offered by Santa Cruz County among the youth of our diverse community is critical to enhancing the diversity and inclusiveness of County government, especially within job classes and professions that have historically underutilized women and people of color.

iv. EEO Complaints and Investigations

The EEO Office investigates and responds to all County employee allegations of discrimination, harassment and retaliation. Most complaints utilize the County’s administrative complaint procedure and are generally resolved internally. Occasionally, employees file complaints with federal and state enforcement agencies in lieu of or in addition to the County’s internal procedure. In addition to drafting responses to internal complaints, the EEO Office prepares and presents the County’s response to charges filed with California’s Department of Fair Employment and Housing (DFEH) and the federal Equal Employment Opportunity Commission (EEOC).

The volume of formal complaint filings received by the County of Santa Cruz from these administrative enforcement agencies remains markedly low. These facts tend to support the existence of an accessible and effective internal complaint process, responsive and well-trained management, thorough and impartial investigations, prompt corrective action, and a workplace culture conducive to informal resolution of employee complaints. The County also receives relatively few internal complaints. This may be attributable to the County’s longstanding commitment to diversity and nondiscrimination and its aggressive and proactive approach to educating its workforce about EEO issues.

During 2022, one (1) formal complaint was received by the EEO Office, and there was sufficient evidence to support findings of County EEO policy violations. Four (4) external complaints were filed against the County either through the state Department of Fair Employment and Housing (DFEH) or

the federal Equal Employment Opportunity (EEOC) Commission in 2022. One charge of disability discrimination was dismissed by the EEOC for exceeding complaint timelines. One was a charge of religious discrimination; and two were charges of disability discrimination. The County responded timely to the external agencies, and, at the time of this publication had yet to receive the decisions from the DFEH and EEOC. Three (3) informal internal complaints were also reviewed by the EEO Officer in 2022 and all were found to have been without merit.

In addition to addressing formal complaints, the EEO Office collaborates with County departments in early intervention efforts to resolve EEO issues and informal inquiries before conflicts escalate into formal complaints. The EEO Office routinely provides support to supervisors and managers by coaching them on how to effectively address employee conflicts and identifying and applying proactive strategies and approaches to foster and maintain a respectful, courteous workplace conducive to productive work relationships. The EEO Office also offers EEO/ADA-related trainings to departments and worksites throughout the County as needed.

C. Commissions

The EEO Division staffs five Board-appointed advisory commissions to represent and promote the interests of underrepresented sectors of our community to the Board of Supervisors. These commissions also provide recommendations to the EEO Office regarding EEO-related concerns and issues impacting these constituencies.

1. The *Equal Employment Opportunity Commission* takes an active role in developing the EEO/CC Plan and monitors and advises the County on EEO goals and objectives and equity improvements to County systems, policies, procedures and activities.
2. The *Latino Affairs Commission* is an advisory body to the Board of Supervisors established to ensure that the interests of the County's Latino population are protected and promoted. To fulfill their mandate, the Commission monitors matters impacting the Santa Cruz County Latino community and make recommendations to the Board of Supervisors on their behalf.
3. The *Women's Commission* is an advisory body to the Board of Supervisors established to advise and assist the Board of Supervisors in its efforts to achieve a parity of equal rights and opportunities on behalf of all people of Santa Cruz County. To fulfill their mandate, the Commission monitors matters impacting Santa Cruz County women and girls and advises the Board of Supervisors on their behalf.
4. The *Seniors Commission* is an advisory body to the Board of Supervisors on matters impacting the Santa Cruz County senior community. To fulfill their mandate, the Commission monitors programs, services, needs and barriers impacting seniors and advises the Board of Supervisors on their behalf.

5. The *Commission on Disabilities* is an advisory body to the Board of Supervisors on matters impacting the Santa Cruz County disabilities community. To fulfill their mandate, the Commission monitors such matters and advises the Board of Supervisors on their behalf.

The members of these advisory commissions, all of whom volunteer their time, actively promote equal employment opportunity, diversity, accessibility, inclusion, and cultural competence in their communities as Board-appointed representatives of their respective districts and at-large entities. Each commission submits a biennial report of its activities, accomplishments, and objectives to the Board.

II. The Americans with Disabilities Act and the Fair Employment and Housing Act

In accordance with the *ADA Compliance Program* as adopted by the Board in 1992, the County is required to comply with Titles I and II of the Americans with Disabilities Act (ADA), as well as with California's Fair Employment and Housing Act (FEHA). The EEO Office regularly reports to the Board on the County's progress under the *Americans with Disabilities Act* to ensure that the County provides accessible services, programs, and facilities to all individuals with disabilities as required by Titles I and II.

A. Title I: Employment Policies and Procedures

In order to promote equal employment opportunity for individuals with disabilities, the EEO Office monitors the County's recruitment and employment practices under FEHA and Title I of the ADA and identifies and remedies potential barriers to employment for individuals with disabilities.

i. Recruitment of Persons with Disabilities

In the 1996-1998 EEO Plan, the Board adopted the countywide recommendation of employing a workforce representative of the local available workforce of which approximately 4.4% is estimated to consist of persons with disabilities. However, because State and Federal law prohibit employers from requiring employees to disclose whether they have a disability, the County cannot accurately measure or determine the number of employees with disabilities. Employees are given the option to self-identify as having a disability during the hiring process and, periodically, the County conducts a voluntary employee survey giving them another opportunity to self-identify as having a disability. Results from the 2019 American Community Survey (ACS) indicated that approximately 11.6% of those who completed the survey self-identified as having a disability. Data collected in a 2022 Diversity, Equity, and Inclusion survey indicated that 22% of County employees self-identify as having a disability. This significant increase could be attributed to several factors in addition to an actual increase in the number of staff with disabilities. Other factors that might account for it include a more inclusive understanding of the scope of disability, the specificity of

the question, and a greater cultural acceptance of disability since the previous survey.

The EEO Office coordinates with the Commission on Disabilities to identify and eradicate any barriers to or disparate impact on persons with disabilities, caused by such factors as facially neutral policies, recruitment, and application practices, and/or inaccurate job specifications that serve to disproportionately adversely impact persons with disabilities. The EEO Office also reviews outreach plans and job postings to confirm that job opportunities are well-publicized to the disability community. Weekly job announcements are mailed to the *University of California at Santa Cruz Disability Resource Center*; the *California State University at Monterey Bay (CSUMB) Student Disability Resources Office*; the *Cabrillo College Accessibility Support Center*; *The Employment Development Department (EDD)*; *JobTrain*, *Community Bridges*, the *State Department of Rehabilitation*; and the *Santa Cruz County Commission on Disabilities*. In collaboration with the Employment Services Division Manager, the EEO Officer assists recruitment staff with technical advice regarding ADA accommodations throughout the application, recruitment, and testing phases. Previous testing accommodations have included computerized testing, allowing the presence of service animals, and providing enhanced font-size test materials, additional test time, assistive listening devices and Braille keypads.

ii. Reasonable Accommodations

The EEO Office is responsible for reviewing requests for reasonable accommodations from employees. The EEO Office reviews an employee's medical certification and reasonable accommodation request to determine whether the employee meets the definition of a qualified individual with a disability (a mental or physical impairment that limits a major life activity) and can perform the essential functions of their position with or without reasonable accommodation. The EEO Office engages in the interactive process with qualified employees and their respective departments to identify effective accommodations, such as adaptive or assistive equipment (e.g., sit/stand workstations, ergonomic keyboards, voice recognition software, telephone headsets), reduced or modified schedules, job restructuring, leave of absence, and/or reassignment to another vacant position.

In 2022, the EEO Office received four (4) formal requests for reasonable accommodations. Two (2) employees were approved for reasonable accommodation; two (2) employees received job reassignment assistance through the EEO office, but neither resulted in a successful job placement. Four (4) employees submitted requests for exemption from receiving the COVID-19 vaccine based on religious or medical reasons. Three (3) were approved, one (1) was denied.

iii. ADA/FEHA Training

The EEO Office provides County departments with technical assistance on the interpretation and enforcement of the ADA and FEHA upon request and offers an ADA/FEHA training course complete with practical applications to common workplace scenarios through the semiannual Supervisory Academy (an intensive training program designed to equip supervisors and managers with the requisite knowledge and skills to effectively manage a host of personnel related issues, including recruitment, corrective action, workers' compensation, grievances, EEO/ADA compliance, and performance evaluations.) The EEO Officer also provides ADA/FEHA training to departments upon request. Because disability law is an ever-evolving area of employment law, the County provides ongoing training opportunities, including the National Employment Law Institute (NELI) conferences and Liebert Cassidy Whitmore seminars and webinars, to EEO Office staff to ensure that our practices are consistent with current law.

B. Title II: Public Entity Access

Title II of the *Americans with Disabilities Act* requires that County facilities, programs, and services be accessible to employees and the public. The Public Works, Parks, and General Services departments maintain facilities and programs to comply with Title II. These departments diligently work within their budgetary resources to complete the work specified in the *ADA Transition Plan* approved by the Board in 1992. In accordance with the recommendation made to the Board in the last EEO/CC Plan, the EEO Office continues to administer the County's *ADA Compliance Program*. When necessary, the *ADA Compliance Task Force* convenes to evaluate, manage, and respond to complex compliance issues. The Task Force includes representatives from Public Works, Parks, General Services, Personnel, and County Counsel.

The County has achieved substantial progress toward meeting the objectives of the *1992 ADA Transition Plan*. The status of these efforts is as follows:

i. Public Works

In 1992, the Department of Public Works conducted an inventory of all street intersections where there were sidewalks which either did not have ramps or which had ramps that were not in compliance with current accessibility standards. The *1992 ADA Transition Plan* identified 499 sidewalks that needed to be brought into compliance.

However, since adoption of the *2013-2016 EEO/CC Plan*, the Public Works Department has overseen construction of 53 accessible ramps on County Streets, including 29 new ramps, 24 ramp reconfigurations, 20 reconfigurations of existing sidewalks, 71 new driveway wraparounds, and 69 instances where landscaping was cleared from sidewalks or pedestrian pathways. The Department will continue to prioritize and complete the remainder of these retrofits as directed by your Board.

ii. Parks, Open Space, and Cultural Services (POSCS)

The ADA requires that POSCS provide reasonable accommodations to integrate participants into community parks, programs, and activities. New projects, events and programs include a commitment to inclusiveness.

In 2019 POSCS, in conjunction with the *Commission on Disabilities* and the EEO Division, began early development of a comprehensive adaptive swim program for Simpkins Family Swim Center. In 2022, POSCS implemented low-stimulation swim hours one day per week and highlighted the swim center's accessibility features and policies in their annual activity guide. Plans are underway to provide swim instructors qualified to assess the capacity of students with disabilities and safely and effectively provide instruction customized to meet their unique needs.

Since the last report, POSCS completed construction on *LEO's Haven*, an inclusive playground at Chanticleer Avenue Park. LEO's Haven plans were developed in cooperation with Shane's Inspiration and The Santa Cruz Playground Project. Construction was completed and LEO's Haven was officially opened on January 18, 2020. The entire park construction was deliberately built with inclusive accessibility in mind.

Completion of an accessible park in Felton was also completed when Felton Discovery Park opened in February 2020, adjacent to the new Felton Library. The park serves as a way for all community members to access nature and serves as an additional education component for library programs.

Another accessible pathway for all to enjoy was the Twin Lakes Beachfront path at Twin Lakes State Beach, which opened in January 2019 after both Parks and Public Works worked together to complete the construction and then manage the site in perpetuity.

A new ADA accessible restroom was added to Seacliff Village Park in Aptos, and both public restrooms outside of the Highlands House at Highlands County Park were renovated to upgrade to full ADA access.

County Parks also completed the Hidden Beach playground replacement project in November 2021. The project included removing the existing sand play surfacing and installing rubber poured-in-place material, which improved accessibility, and adding a ground-level clubhouse for imaginative play.

County Parks is currently reviewing inclusive design proposals to replace the two existing play structures (for ages 5-12 years old) at Willowbrook County Park with one larger play structure (for ages 5-12 years old) with ground-level play panels. The project will also include removing the existing wood chips and installing rubber poured-in-place material to improve accessibility to the new structure and ground-level play panels. Groundbreaking is tentatively scheduled for early fall 2023.

Additionally, POSCS recently completed significant ADA improvements at Polo Grounds during the reporting period, including new restroom facilities;

accessibility improvements to sidewalks and walkways; and a recently constructed accessible concession stand.

During the reporting period POSCS initiated the following three new park projects:

- *Heart of Soquel Park and Parking Improvement Project*
Construction of Heart of Soquel Park Phases 2 and 3 was completed in September 2021. The project includes a lit all-access trail connecting Heart of Soquel Plaza with Porter Street and Main Street as well as Soquel Elementary School; riparian habitat restoration along Soquel Creek, trailhead improvements including benches and wayfinding signage, drainage improvements, fencing, and interpretive signage. Ongoing care in the restoration areas can occasionally be seen at the park.
- The *Farm Park Community Gardens* Repairs and replacements to the sidewalk system alongside Cunnison Lane at the Farm Park also greatly improve accessibility and safety. Phase One improvements, including installation of community gardens, a small parking lot with one ADA parking space, accessible water fountain and mitigation plantings, have been completed, and Phase Two construction is pending identification and award of funding sources.

iii. General Services

Since adoption of the *2013-2016 EEO/CC Plan*, the General Services Department (GSD) has completed the following projects associated with ADA requirements with respect to enhancing accessibility:

- 1020 Emeline – automatic door installation
- 1060 Emeline – automatic door installation
- 1060 Emeline - installation of ADA compliant pull stations for fire alarm system activation
- 701 Ocean Street—Clerk of the Board and recently relocated departments with redesigned office space (County Clerk’s Office, Personnel, Information Services)—installation of ADA compliant reception lobbies and counters
- 701 Ocean Street – replacement of automatic doors
- 701 Ocean Street – ADA-compliant path of travel - parking lot repairs and tree root repairs and removals
- 701 Ocean Street—ADA compliant remodel of lactation room
- 1430 Freedom - ADA compliant path of travel - walkways and sidewalk repairs
- 1430 Freedom—installation of two automatic doors
- 5200 Soquel Avenue – Sheriff’s Administration Building – installation of three new automatic doors
- New ADA compliant signage for all gender neutral, single stall restrooms were installed in all County facilities in consultation with the EEO Office.

III. Training

The EEO office develops and monitors all EEO training programs. During the fiscal year ending in June 2016, all mandatory EEO training was transferred to an online training platform. As mandated by state nondiscrimination laws, all supervisors are required to complete a biennial two-hour sexual harassment prevention course with an abusive conduct (bullying) component. In compliance with Assembly Bill 1825 as amended by Senate Bill 1343, the County requires all non-supervisory employees to complete a one-hour sexual harassment prevention course biennially. For Extra Help employees, the EEO Office continues to offer online non-supervisory training through the DFEH website, and as appropriate given COVID-19 precautions, is prepared to resume hybrid facilitated/online classes within the Government Center and satellite campuses and offices as needed. The EEO Office is currently engaged in developing a training for non-managers to educate the County's workforce in recognizing and addressing bullying/abusive conduct in the workplace, distinguishing between attentive supervision and bullying, and identifying the County's expectations of employee bystanders who personally witness or suspect bullying conduct.

Recently, the EEO Office coordinated with Personnel's Records Division to develop and implement necessary updates to the payroll system, personnel forms, and in-processing procedures in compliance with the *Gender Recognition Act* (SB 179). The EEO Officer will develop gender transition guidelines and sensitivity training to reflect best practices for managers and employees. The EEO Officer will provide related training to EEO Liaisons.

Lastly, the EEO Office in collaboration with the Personnel's Training Team offers Diversity and Inclusion training for the online Santa Cruz County Learns (SCCL) platform. Course offerings include training on recognizing and eliminating implicit/unconscious bias; establishing a work environment which appreciates and fosters diversity; and improving sensitivity in interacting with diverse populations. A Board-mandated training on *Mitigating Biases in the Workplace* for all County elected officials and staff is planned through SCCL, in compliance with the Board Resolution of August 18, 2020 declaring racism a public health crisis. This training will provide employees with a baseline understanding of unconscious bias, its effects in the workplace, and how to mitigate those effects.

IV. Recommendations

A. Prior Recommendations

The EEO office and related departments successfully achieved all three recommendations specified in the 2013-2016 EEO/CC Plan and implemented ongoing processes to support continuing achievement in those areas.

B. 2023-2024 Recommendations

1. The EEO Office recommends that the Board approve and adopt the proposed Departmental EEO/CC Plans and direct the EEO Office to monitor the County-wide EEO/CC Plan, including the ADA Transition Plan and the EEO training programs including the State and County-mandated training on the prevention of sexual harassment.
2. The EEO Office recommends that the Board direct the EEO Office to conduct a voluntary, confidential employee self-identification survey at intervals not to exceed five years to gather data regarding race, ethnicity, disability, sexual orientation, gender identity, transgender status, and other protected characteristics to accurately monitor County workforce diversity and affirm the County's commitment to diversity and inclusion.
3. The EEO Office recommends that the Board continue to direct Personnel and the EEO Office to provide the administrative review process to departments whose overall underutilization of women and/or people of color exceeds 10% as compared with the local available workforce composition, as measured by the current available American Community Survey (ACS) data. The departments currently meeting these criteria are as follows: Agricultural Commissioner, General Services, Information Services, Planning, and Public Works. This process includes the EEO Officer reviewing and providing input on recruitment plans, reviewing certification lists, and approving appointment memos for hire or promotion before an offer is made. In recognition of these departments' progress toward recruiting and maintaining a workforce reflective of our County's diversity, the EEO Officer will consider requests for exemption from the hiring justification memorandum requirement where appropriate.

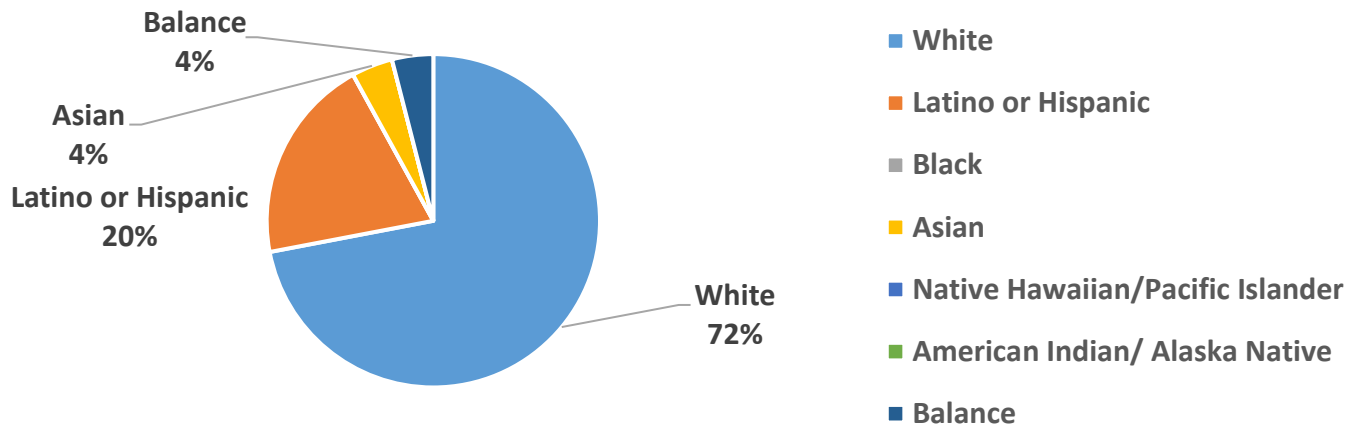
SECTION IV

DEPARTMENTAL EEO & CULTURAL COMPETENCE PLANS

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Agricultural Commissioner

Workforce Percentage by Race – September 2022

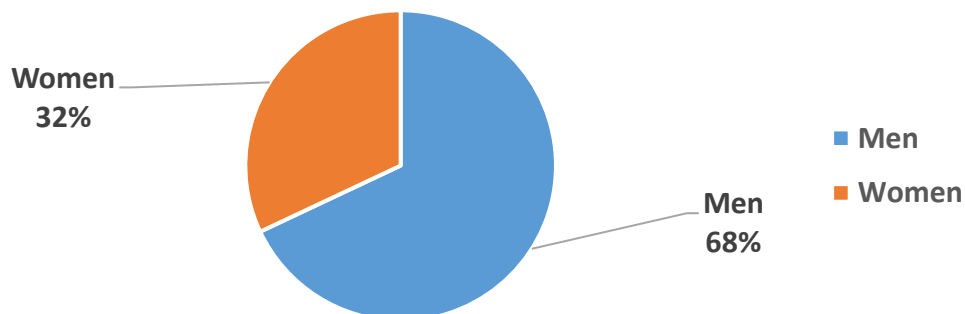


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	77% (17)	65% (15)	72% (18)
Black	0% (0)	0% (0)	0% (0)
Latino or Hispanic	18% (4)	22% (5)	20% (5)
Asian/Pacific Islander	5% (1)	13% (3)	N/A
*Asian	N/A	N/A	4% (1)
Native American	0% (0)	0% (0)	N/A
*American Indian/ Alaska Native	N/A	N/A	0% (0)
*Native Hawaiian/ Pacific Islander	N/A	N/A	0% (0)
*Balance	N/A	N/A	4%(1)
Women	41% (9)	26% (6)	32% (8)
Men	59% (13)	74% (17)	68% (17)
Total Employees	22	23	25

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individual who do not fit into any other categories, and two or more races.

Workforce Percentage by Gender – September 2022



COUNTY OF SANTA CRUZ
 AGRICULTURAL COMMISSION
 WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS
 SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	1	1	0	0	0	0	-1	0	0	1	1	0	0	0	0	0	0	0	0	1	1
ADMINS		100%	0%	56%	44%	0%	77%	0%	1%	100%	15%	0%	4%	0%	0%	0%	0%	0%	3%	100%	23%
PROF	18	12	6	4	-4	13	-1	0	0	3	1	1	0	0	0	0	0	1	0	5	1
		67%	33%	46%	54%	72%	78%	0%	1%	17%	12%	6%	6%	0%	0%	0%	0%	6%	3%	28%	22%
TECH	5	4	1	1	-1	5	2	0	0	0	-2	0	0	0	0	0	0	0	0	0	-2
		80%	20%	52%	48%	100%	51%	0%	1%	0%	41%	0%	4%	0%	0%	0%	0%	0%	3%	0%	49%
PROT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERV		0%	0%	84%	16%	0%	63%	0%	2%	0%	26%	0%	2%	0%	0%	0%	0%	0%	6%	0%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	1	0	1	0	0	0	-1	0	0	1	1	0	0	0	0	0	0	0	0	1	1
SUPP		0%	100%	40%	60%	0%	61%	0%	1%	100%	29%	0%	5%	0%	0%	0%	0%	0%	4%	100%	39%
SK CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WORKERS		0%	0%	93%	7%	0%	56%	0%	0%	0%	40%	0%	2%	0%	0%	0%	0%	0%	1%	0%	44%
SVC &	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAINT		0%	0%	57%	43%	0%	38%	0%	1%	0%	55%	0%	4%	0%	0%	0%	0%	0%	2%	0%	62%
TOTAL	25	17	8	3	-4	18	2	0	0	5	-1	1	0	0	0	0	0	1	0	7	-2
		68%	32%	54%	46%	72%	65%	0%	1%	20%	25%	4%	5%	0%	0%	0%	0%	4%	3%	28%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

**AGRICULTURAL COMMISSIONER
EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN
2022-2024**

PURPOSE

The County Agricultural Commissioner is charged with enforcing provisions of the California Food and Agricultural Code and the California Code of Regulations which monitor and regulate the production, sale and distribution of food, feed and horticultural crops; preserve the environment; protect the health and safety of the public and agricultural workers; and promote and maintain a safe and abundant food supply.

The Weights and Measures Division is responsible for administering provisions of the California Business and Professions Code which promote equity in the marketplace through tests, inspections and other regulatory activities. The Agricultural Commissioner, as the Director of Mosquito Abatement/Vector Control, is charged with management of mosquito and other nuisance pests that are vectors of human disease.

DEPARTMENT-SPECIFIC INFORMATION AND ACTION STEPS

- The department has twenty permanent employees and a small number of temporary staff that conduct seasonal work. Notwithstanding low turnover, the department will participate in at least one job fair and one local high school or college career day annually to encourage a broad range of local students to enter agricultural professions.
- Present at high school career fairs to expose local youth to the functions and responsibilities of the Agricultural Commissioner's Office and generate interest in agricultural careers.
- Present information to our local Community College Horticultural Program students about our agency and encourage them to seek opportunities and careers in agriculture.
- The Agricultural Commissioner's office has four (4) bilingual employees to ensure appropriate and efficient delivery of services to the local agricultural customers.
- Require new staff to complete courses on customer service found in the Santa Cruz County Learns (SCCL) system –within the first six months of employment, complete courses applicable or tailored to the local demographics and/or groups with special needs within the community such as Spanish-speaking agricultural workers and farmers.
- Continue to participate in the Administrative Review process and perform targeted outreach to women's professional associations, college student organizations, and relevant local technical and educational programs to improve the department's representation of women within the Professionals and Technicians EEOC job categories and promote a workforce that reflects the diversity of the available local workforce.

Data and Information Systems


- Regularly review Census and other data updates provided by the EEO staff to keep informed of changes in the workforce and community demographics.
- Ensure that staff timely complete legally mandated harassment prevention classes and forward required evidence of their completion to the EEO Officer. Maintain internal records of staff's completion of other EEO/CC related classes.
- Maintain records of recruitment outreach and the department's participation in community events and other engagement and service activities.
- We will review Departmental Workforce Composition and Utilization Analysis data as provided by the EEO Office.

Accessible, Appropriate and Representative Service Delivery

- Identify the extent of diversity within the department's constituent base to ensure that programs are delivered through approaches, processes, and formats which are widely-accessible and best meet the needs of our community.
- Augment the resources available through the department's website and ensure that critical mass-email communications include information and materials in both Spanish and English, such as important communications regarding drought assistance available through the US Department of Agriculture.
- Utilize 12-point font or larger and adopt plain language principles for all written communications to the public to improve accessibility.
- Continue to provide Spanish-language equivalents to English-language brochures and other documents that are critical to specific regulatory programs administered by the Department, including all correspondence to agricultural growers.
- Provide annual trainings to agricultural growers regarding compliance issues in English and Spanish.

**COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY
AND CULTURAL COMPETENCE**

The Agricultural Commissioner is committed to the Board's goal of promoting diversity and inclusion, equal employment opportunity and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.

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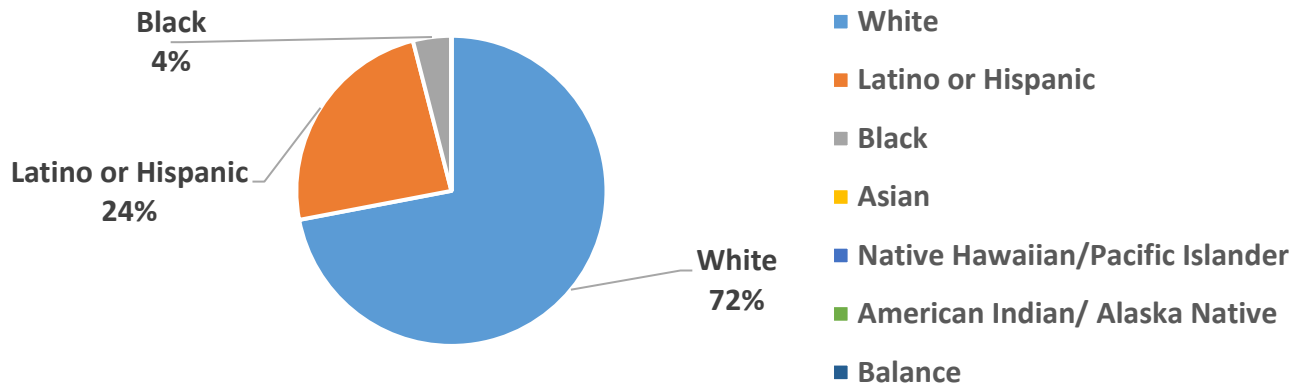
JUAN HIDALGO, Agricultural Commissioner

7/11/2022

DATE

Animal Shelter

Workforce Percentage by Race – September 2022

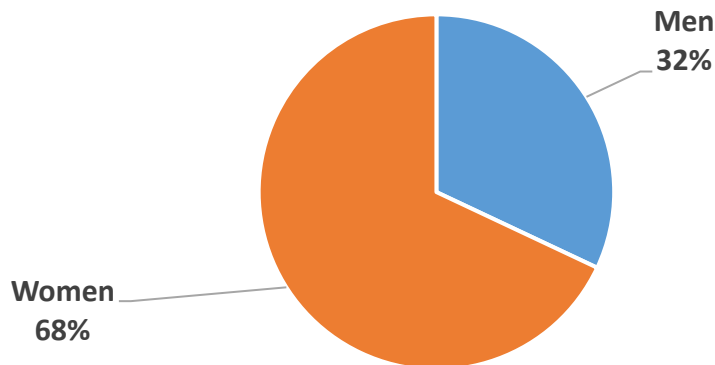


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	69% (18)	67% (18)	72% (18)
Black	4% (1)	4% (1)	4% (1)
Latino or Hispanic	23% (6)	26% (7)	24% (6)
Asian/Pacific Islander	0% (0)	0% (0)	N/A
*Asian	N/A	N/A	0% (0)
Native American	4% (1)	4% (1)	N/A
*American Indian/Alaska Native	N/A	N/A	0% (0)
*Native Hawaiian/Pacific Islander	N/A	N/A	0% (0)
*Balance	N/A	N/A	0% (0)
Women	65% (17)	70% (19)	68% (17)
Men	35% (9)	30% (8)	32% (8)
Total Employees	26	27	25

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



COUNTY OF SANTA CRUZ

ANIMAL SERVICES

WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS
SEP 30, 2022

Pay Period 20 Ending 9/30/2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	1	0	1	-1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ADMINS		0%	100%	56%	44%	100%	77%	0%	1%	0%	15%	0%	4%	0%	0%	0%	0%	0%	3%	0%	23%
PROF	2	1	1	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		50%	50%	46%	54%	100%	78%	0%	1%	0%	12%	0%	6%	0%	0%	0%	0%	0%	3%	0%	22%
TECH	10	3	7	-2	2	6	1	1	1	3	-1	0	0	0	0	0	0	0	0	4	-1
		30%	70%	52%	48%	60%	51%	10%	1%	30%	41%	0%	4%	0%	0%	0%	0%	0%	3%	40%	49%
PROT	4	2	2	-1	1	2	-1	0	0	2	1	0	0	0	0	0	0	0	0	2	1
SERV		50%	50%	84%	16%	50%	63%	0%	2%	50%	26%	0%	2%	0%	0%	0%	0%	0%	6%	50%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUPP		0%	100%	40%	60%	100%	61%	0%	1%	0%	29%	0%	5%	0%	0%	0%	0%	0%	4%	0%	39%
SK CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WORKERS		0%	0%	93%	7%	0%	56%	0%	0%	0%	40%	0%	2%	0%	0%	0%	0%	0%	1%	0%	44%
SVC &	7	2	5	-2	2	6	3	0	0	1	-3	0	0	0	0	0	0	0	0	1	-3
MAINT		29%	71%	57%	43%	86%	38%	0%	1%	14%	55%	0%	4%	0%	0%	0%	0%	0%	2%	14%	62%
TOTAL	25	8	17	-6	5	18	2	1	1	6	0	0	-1	0	0	0	0	0	-1	7	-2
		32%	68%	54%	46%	72%	65%	4%	1%	24%	25%	0%	5%	0%	0%	0%	0%	0%	3%	28%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

ANIMAL SHELTER EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN 2022-2024

PURPOSE

Established in 2002, the Santa Cruz County Animal Shelter (SCCAS) is a joint powers authority between the County and the Cities of Capitola, Santa Cruz, Scotts Valley, and Watsonville to perform animal control and care services. The SCCAS provides an open-door shelter, animal adoptions, on-site spay and neuter services, basic veterinary care for adoptable shelter animals, dog licensing, lost and found animal services, humane education, and rescue and safe keep of stray animals. The Shelter also responds to animal bites and rabies control cases, conducts cruelty investigations, and addresses community complaints regarding nuisance animals. In addition, the Behavior and Training division was established to improve the welfare of animals residing within the Shelter, educate the community about companion animal behavior and animal-friendly training, and reduce the surrender of animals due to correctible concerns.

Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Collaborate with Personnel to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups. Outreach efforts include attending appropriate, field-specific job fairs, and outreach to professional associations and student organizations for under-represented groups (e.g., offices of diversity and inclusion, women's resource centers, etc.) at area universities, colleges and any appropriate trade schools.
- Enhance recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community-organizations and organizations providing employment-related services to persons with disabilities, such as Community Options, HOPE Services, and student disability resource centers at area universities, colleges, and any appropriate trade schools.
- Maintain complete records of all recruitment and outreach efforts including department participation in community events, service activities and other engagement with diverse groups.

Hiring Procedures for a Diverse Workforce

- Ensure that oral boards and screening committees reflect the diversity of candidate pools and participants receive implicit bias training during oral board/screening committee orientation to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Design and implement a reporting system to monitor and measure EEO/CC Plan outcomes consistently. Review EEO/CC Action Steps and meet with the EEO Officer annually to assess outcomes, identify both accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.

- Align and integrate the department's EEO/CC Plan with the department's Strategic Plan to promote equity and overall organizational health and development.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Regularly review Departmental Workforce Composition and Utilization Analysis data (as provided by the EEO Office) to identify and address any significant disparities between local available workforce demographics as compared to the department's demographic composition.
- Evaluate the need for bilingual employees regularly to provide effective and culturally-aware customer service.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, to promote their professional advancement through identifying appropriate professional development and training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Disseminate EEO and harassment prevention policies and expectations consistently and provide opportunities for staff to discuss confidentially and during annual staff meetings.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to diverse constituents.
- Encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Train department leadership to recognize potential EEO/CC issues and take appropriate, proportionate preemptive and corrective action, when needed. Evaluate managers and supervisors during annual performance evaluations on their effectiveness in addressing EEO/CC issues.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues.

Cultural Competence Action Steps

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that all written communications to the public (e.g., informational materials, publications, mass-emails and web content) use 12 point or larger font and employ accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.
- Provide important public materials and information in English and Spanish (and other languages, as needed), as well as through TTY/TDD as mandated by the Americans with Disabilities Act (ADA).
- Provide important public announcements in both Spanish and English and make translation services for other languages available, as needed, including for television/radio/online broadcasts, when feasible.

- Ensure accessibility of all County physical spaces and published materials for members of the public with disabilities. Screen all documents distributed electronically to ensure that they are accessible with screen reader software.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Encourage employees at all levels and require managers and supervisors to annually complete at least one SCCL course or other training related to nondiscrimination; establishing and enforcing a respectful workplace; communication styles and interpersonal skills; emotional intelligence; conflict management and resolution; generational differences; unconscious/implicit bias; workforce diversity and inclusion; cultural awareness and sensitivity in service delivery; or other subject matter relevant serving and working with populations with diverse backgrounds and experiences, including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, low-income residents, unhoused persons, students, and other local demographics.
- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate. Maintain internal records for all employees on any EEO/CC related classes they have complete outside of the SCCL system.

Ensuring Culturally Appropriate Delivery of Services

- Ensure that programs are delivered through approaches, processes, and formats which are widely-accessible and best meet the needs of a diverse community including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, seniors, low-income residents, unhoused persons, students, and other underrepresented populations.
- Evaluate feedback continually to improve service delivery; respond to consumer needs; and identify barriers or service gaps;
- Evaluate and continually improve the collection of intersectional data, (including gender and other appropriate allowable demographic data as described in the Cultural Competency Appendix), to analyze how various demographics utilize department programs and services; and confirm that access is equitable across diverse populations.
- Review customer complaint responses and staff disputes to ensure that conflict resolution processes are culturally sensitive and equipped with the appropriate tools and resources needed to prevent or identify and resolve cross-cultural conflict between staff members or between members of the public and staff.

DEPARTMENT-SPECIFIC INFORMATION AND ACTION STEPS

- Develop recruitment plans that reach a broad cross-section of the community, particularly for hard-to-recruit job categories which provide direct services to the Animal Shelter's diverse customer base.

- Participate, at minimum, in one career day at a local high school and/or college to promote early exposure among students to a wide range of job opportunities and professional career paths within the field of animal services. Continue the annual Critter Camp summer day camp, Pet Start and Kids Speak for Pets programs, and Youth Service Club to introduce youth of all ages within the community to animal welfare and veterinary medicine careers.
- Offer bilingual translation where needed to educate the significant local limited-English-speaking community about Animal Shelter services and responsible pet ownership.
- Continue to maintain and utilize a sizable group of community volunteers representative of the County's diverse population. The Shelter has been successful in hiring many of these volunteers as employees.
- Partner with the Sheriff's Office to provide community service opportunities to offenders to promote their rehabilitation and successful transition and integration back into the workforce and the community.
- Currently, there are four women supervisors and eight bilingual (English/Spanish) employees within the department. The department will enhance its efforts to mentor and cross-train current employees and volunteers to equip them with the necessary skills, knowledge, and experience to advance to leadership and management roles and promote diversity at all levels of the organization.
- Ensure that employees hired or promoted to supervisory positions attend Personnel's Supervisory Academy within six months of their assumption of supervisory duties. A mandatory component of the Supervisory Academy is a comprehensive review of the County's EEO and nondiscrimination policies and procedures.
- Train employees on best practices for providing culturally cognizant and competent services to the County's diverse residents, including the cultural sensitivity and mental health training currently offered through the Animal Shelter's "Door-to-Door" program.
- The General Manager and/or their designee will continue to oversee the EEO/CC Plan.
- Designate bilingual and multicultural employees to perform community outreach to diverse demographics.
- Publicize information about the organization to diverse groups to encourage positive interaction with the Animal Shelter.
- Work with the Volunteer Initiative Program Coordinator to encourage culturally diverse and/or bilingual individuals to volunteer with the Animal Shelter.
- Continue to provide access to affordable, subsidized, or no-cost animal care services, supplies, information, and education specifically tailored to the significant low-income, senior, and/or unhoused pet owner populations as well as the disabilities community via earmarked grant funds and community outreach programs, such as the "Door-to-Door" program and "Healthy Pets for All" clinics.
- Maintain the Watsonville Animal Shelter, which is open six days per week, to further promote accessibility to services and information, particularly historically underserved

populations and South County residents and pet owners, including low-income, limited English-speaking, and/or persons with mobility and/or transportation challenges.

- Continue to partner with other local community-based organizations and agencies to offer support and services to unhoused persons with pets at the biannual Santa Cruz Homeless Connect event.
- Perform outreach and education three times per month tailored to the unique needs of the County's at-need pet-owning population within underserved areas, including tabling at the Watsonville Farmer's Market, St. Francis Soup Kitchen, and Mountain Community Resources.

**COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY
AND CULTURAL COMPETENCE**

The Animal Shelter is committed to the Board's goal of valuing and promoting diversity, equal employment opportunity and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.

DocuSigned by:

Jeff Gaffney

C2176072ABC74BC

JEFF GAFFNEY, Interim General Manager

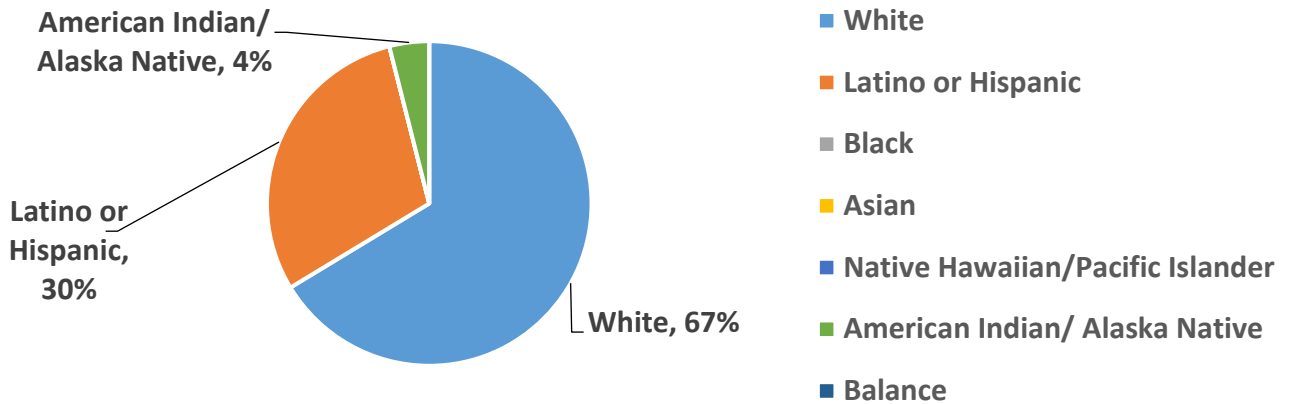
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Assessor-Recorder

Workforce Percentage by Race – September 2022

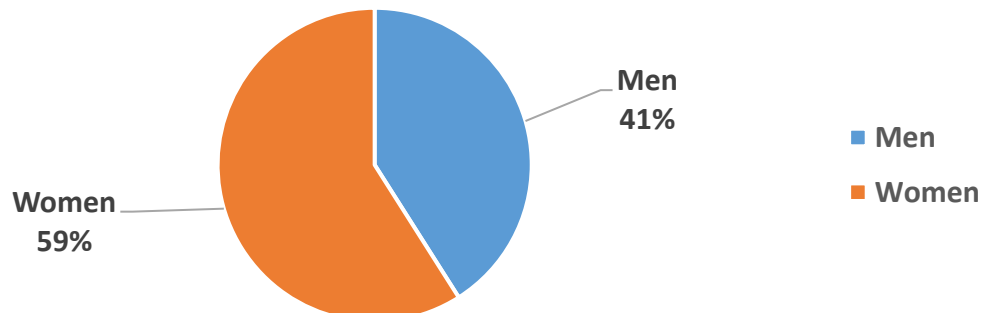


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	73% (29)	71% (24)	67% (18)
Black	0% (0)	0% (0)	0% (0)
Latino or Hispanic	20% (8)	24% (8)	30% (8)
Asian/Pacific Islander	5% (2)	3% (1)	N/A
*Asian	N/A	N/A	0% (0)
Native American	3% (1)	3% (1)	N/A
*American Indian/Alaska Native	N/A	N/A	4% (1)
*Native Hawaiian/Pacific Islander	N/A	N/A	0% (0)
*Balance	N/A	N/A	0% (0)
Women	60% (24)	59% (20)	59% (16)
Men	40% (16)	41% (14)	41% (11)
Total Employees	40	34	27

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



COUNTY OF SANTA CRUZ
ASSESSOR - RECORDER
WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS
SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	1	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		100%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	4	1	3	-1	1	1	-2	0	0	2	1	0	0	1	1	0	0	0	0	3	2
ADMINS		25%	75%	56%	44%	25%	77%	0%	1%	50%	15%	0%	4%	25%	0%	0%	0%	0%	3%	75%	23%
PROF	2	1	1	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		50%	50%	46%	54%	100%	78%	0%	1%	0%	12%	0%	6%	0%	0%	0%	0%	0%	3%	0%	22%
TECH	7	3	4	-1	1	7	3	0	0	0	-3	0	0	0	0	0	0	0	0	0	-3
		43%	57%	52%	48%	100%	51%	0%	1%	0%	41%	0%	4%	0%	0%	0%	0%	0%	3%	0%	49%
PROT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERV		0%	0%	84%	16%	0%	63%	0%	2%	0%	26%	0%	2%	0%	0%	0%	0%	0%	6%	0%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	13	5	8	0	0	7	-1	0	0	6	2	0	-1	0	0	0	0	0	-1	6	1
SUPP		38%	62%	40%	60%	54%	61%	0%	1%	46%	29%	0%	5%	0%	0%	0%	0%	0%	4%	46%	39%
SK CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WORKERS		0%	0%	93%	7%	0%	56%	0%	0%	0%	40%	0%	2%	0%	0%	0%	0%	0%	1%	0%	44%
SVC &	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAINT		0%	0%	57%	43%	0%	38%	0%	1%	0%	55%	0%	4%	0%	0%	0%	0%	0%	2%	0%	62%
TOTAL	27	11	16	-4	4	18	0	0	0	8	1	0	-1	1	1	0	0	0	-1	9	0
		41%	59%	54%	46%	67%	65%	0%	1%	30%	25%	0%	5%	4%	0%	0%	0%	0%	3%	33%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

ASSESSOR-RECORDER EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN 2022- 2024

PURPOSE

The Office of the Assessor is responsible for locating, identifying and assessing taxable property within the County of Santa Cruz. The office is organized into two major programs: valuation and administration.

Valuation Division: A staff of State-certified appraisers, auditor-appraisers and auditor-appraiser aides performs the valuation of taxable real and business property. The resulting valuations are entered annually onto the County's assessment roll.

Administrative Division: The administrative division implements ownership and assessment changes; prepares and maintains parcel maps; and processes and approves tax exemption claims. This division also maintains the public counter service area, markets Assessor products, controls the department budget and coordinates the production of the annual assessment roll.

The Recorder's Office maintains comprehensive records of land transactions and vital statistics. Activities include reviewing, recording, indexing and imaging property transfer documents, collecting documentary transfer taxes and recording fees and providing information and copies of recorded documents and vital statistics to the public.

Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Collaborate with Personnel to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups. Outreach efforts include attending appropriate, field-specific job fairs, and outreach to professional associations and student organizations for under-represented groups (e.g., offices of diversity and inclusion, women's resource centers, etc.) at area universities, colleges and any appropriate trade schools.
- Enhance recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community-organizations and organizations providing employment-related services to persons with disabilities, such as Community Options, HOPE Services, and student disability resource centers at area universities, colleges and any appropriate trade schools.
- Maintain complete records of all recruitment and outreach efforts including department participation in community events, service activities and other engagement with diverse groups.

Hiring Procedures for a Diverse Workforce

- Ensure that oral boards and screening committees reflect the diversity of candidate pools and require participants to complete implicit bias training during oral board/screening committee orientation to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Design and implement a reporting system to monitor and measure EEO/CC Plan outcomes consistently. Review EEO/CC Action Steps and meet with the EEO Officer annually to assess outcomes, identify both accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.
- Align and integrate the department's EEO/CC Plan with the department's Strategic Plan to promote equity and overall organizational health and development.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Regularly review Departmental Workforce Composition and Utilization Analysis data (as provided by the EEO Office) to identify and address any significant disparities between local available workforce demographics as compared to the department's demographic composition.
- Evaluate the need for bilingual employees regularly to provide effective and culturally-aware customer service.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, to promote their professional advancement through identifying appropriate professional development and training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Disseminate EEO and harassment prevention policies and expectations consistently and provide opportunities for staff to discuss confidentially and during annual staff meetings.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to diverse constituents.
- Encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Train department leadership to recognize potential EEO/CC issues and take appropriate, proportionate preemptive and corrective action, when needed. Evaluate managers and supervisors during annual performance evaluations on their effectiveness in addressing EEO/CC issues.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues.

Cultural Competence Action Steps

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that all written communications to the public (e.g., informational materials, publications, mass-emails and web content) use 12 point or larger font and employ accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.
- Provide important public materials and information in English and Spanish (and other languages, as needed), as well as through TTY/TDD as mandated by the Americans with Disabilities Act (ADA).

- Provide important public announcements in both Spanish and English and make translation services for other languages available, as needed, including for television/radio/online broadcasts, when feasible.
- Ensure accessibility of all County physical spaces and published materials for members of the public with disabilities. Screen all documents distributed electronically to ensure that they are accessible with screen reader software.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Encourage employees at all levels and require managers and supervisors to annually complete at least one SCCL course or other training related to nondiscrimination; establishing and enforcing a respectful workplace; communication styles and interpersonal skills; emotional intelligence; conflict management and resolution; generational differences; unconscious/implicit bias; workforce diversity and inclusion; cultural awareness and sensitivity in service delivery; or other subject matter relevant serving and working with populations with diverse backgrounds and experiences, including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, low-income residents, unhoused persons, students, and other local demographics.
- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate. Maintain internal records for all employees on any EEO/CC related classes they have complete outside of the SCCL system.

Ensuring Culturally Appropriate Delivery of Services

- Ensure that programs are delivered through approaches, processes, and formats which are widely-accessible and best meet the needs of a diverse community including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, seniors, low-income residents, unhoused persons, students, and other underrepresented populations.
- Evaluate feedback continually to improve service delivery; respond to consumer needs; and identify barriers or service gaps;
- Evaluate and continually improve the collection of intersectional data, (including gender and other appropriate allowable demographic data as described in the Cultural Competency Appendix), to analyze how various demographics utilize department programs and services; and confirm that access is equitable across diverse populations.
- Review customer complaint responses and staff disputes to ensure that conflict resolution processes are culturally sensitive and equipped with the appropriate tools and resources needed to prevent or identify and resolve cross-cultural conflict between staff members or between members of the public and staff.

DEPARTMENT-SPECIFIC INFORMATION AND ACTION STEPS

- Update the website with the contact information for the County's EEO Officer/ADA Coordinator to ensure accessibility of web content for persons with disabilities.

- Provide critical documents (including birth, death, marriage certificates and home exemption forms) in both in English and Spanish.
- The department currently employs three designated bilingual staff. In addition, several employees are conversant in Spanish and can provide assistance to Spanish-speaking consumers as needed.
- Three out of the Department's four most senior managers are women.
- In the past, the department was under Administrative Review for the underutilization of minorities.
- The Assessor's Office will participate in at least one career day at a local high school annually and will invite interested students to shadow a manager for a day to learn more about careers and educational pathways in real property valuation, assessment, and taxation.
- Maintain and monitor a customer service suggestion box in the department's office, as well as an online feedback form on the department's website.

**COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY
AND CULTURAL COMPETENCE**

The Office of the Assessor-Recorder is committed to the Board's goal of valuing and promoting diversity, equal employment opportunity and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.

DocuSigned by:

Sean Saldivia

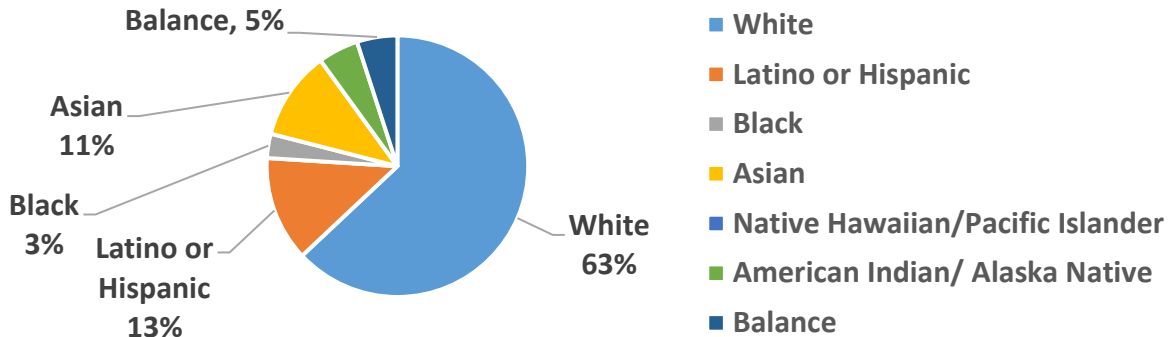
7/6/2022

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SEAN SALDAVIA, Assessor-Recorder

DATE

Auditor-Controller-Treasurer-Tax Collector

Workforce Percentage by Race – September 2022

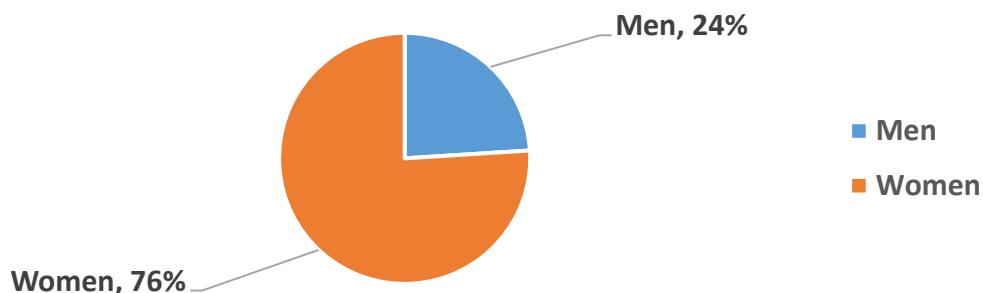


MULTI -YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022					
EEOC CATEGORY	12/31/2009		12/31/2014		9/30/2022
	Auditor-Controller	Treasurer-Tax Collector	Auditor-Controller	Treasurer-Tax Collector	ACTTC
White	88% (23)	71% (10)	84% (21)	77% (10)	63% (24)
Black	0% (0)	0% (0)	0% (0)	0% (0)	3% (1)
Latino or Hispanic	4% (1)	29% (4)	8% (2)	23% (3)	13% (5)
Asian/Pacific Islander	8% (2)	0% (0)	8% (2)	0% (0)	N/A
*Asian	N/A	N/A	N/A	N/A	11% (4)
Native American	0% (0)	0% (0)	0% (0)	0% (0)	N/A
*American Indian/ Alaska Native	N/A	N/A	N/A	N/A	5% (2)
*Native Hawaiian/Pacific Islander	N/A	N/A	N/A	N/A	0% (0)
*Balance	N/A	N/A	N/A	N/A	5% (2)
Women	81% (21)	86%(12)	80% (20)	69% (9)	76% (29)
Men	19% (5)	14% (2)	20% (5)	31% (4)	24% (9)
Total Employees	26	14	25	13	38

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



COUNTY OF SANTA CRUZ
 TRSR TAX-AUDITOR/CONTROLLER
 WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS
 SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	1	0	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		0%	100%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	1	0	1	-1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ADMINS		0%	100%	56%	44%	100%	77%	0%	1%	0%	15%	0%	4%	0%	0%	0%	0%	0%	3%	0%	23%
PROF	15	5	10	-2	2	10	-2	1	1	1	-1	2	1	1	1	0	0	0	0	5	2
		33%	67%	46%	54%	67%	78%	7%	1%	7%	12%	13%	6%	7%	0%	0%	0%	0%	3%	33%	22%
TECH	17	2	15	-7	7	10	1	0	0	4	-3	2	1	0	0	0	0	1	0	7	-1
		12%	88%	52%	48%	59%	51%	0%	1%	24%	41%	12%	4%	0%	0%	0%	0%	6%	3%	41%	49%
PROT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERV		0%	0%	84%	16%	0%	63%	0%	2%	0%	26%	0%	2%	0%	0%	0%	0%	0%	6%	0%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	4	2	2	0	0	2	0	0	0	0	-1	0	0	1	1	0	0	1	1	2	0
SUPP		50%	50%	40%	60%	50%	61%	0%	1%	0%	29%	0%	5%	25%	0%	0%	0%	25%	4%	50%	39%
SK CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WORKERS		0%	0%	93%	7%	0%	56%	0%	0%	0%	40%	0%	2%	0%	0%	0%	0%	0%	1%	0%	44%
SVC &	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAINT		0%	0%	57%	43%	0%	38%	0%	1%	0%	55%	0%	4%	0%	0%	0%	0%	0%	2%	0%	62%
TOTAL	38	9	29	-12	12	24	-1	1	1	5	-5	4	2	2	2	0	0	2	1	14	1
		24%	76%	54%	46%	63%	65%	3%	1%	13%	25%	11%	5%	5%	0%	0%	0%	5%	3%	37%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

**AUDITOR-CONTROLLER-TREASURER-TAX COLLECTOR
EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN
2022 – 2024**

PURPOSE

The Office of the Auditor-Controller-Treasurer-Tax Collector serves as the chief financial officer of County Government. The Auditor-Controller is responsible for oversight of the accounting functions for all entities with monies deposited in the County treasury. Oversight is achieved by the development and enforcement of Countywide accounting policies and procedures and by internal auditing.

The Treasurer-Tax Collector Division (T-TC) has three basic functions as set forth by California law. First, the T-TC is part of the fiscal organization of County government, which is comprised of the Auditor-Controller, the Assessor-Recorder, and the Treasurer-Tax Collector. These offices serve as the fiscal center of County government, providing a system of checks and balances on the valuing, assessing, and paying of taxes, for determining the apportionment of collected taxes to various units of local governments and their respective functions, as well as assuring that the allocation of public funds is performed in accordance with Federal, State, and local law, and approved budgets.

Second, the T-TC acts as the treasury for all local governments in the County of Santa Cruz, except for the city governments. As such, the T-TC serves all banking functions for those units of government. Additionally, the T-TC invests funds for the local governments from the time the treasury receives the funds until the time specific amounts of funds are required by those same local governments. Third, the T-TC serves as a collection agency for County government departments, except for most collections through the court system.

The T-TC prepares tax liens on delinquent unsecured taxpayers; collects delinquent mobile home fees assigned to the County by the State before issuing Tax Clearance Certificates; collects Transient Occupancy and Utility taxes; and collects card room and bingo license fees. The Office also responds to all taxpayer inquiries for property tax payment information.

EQUAL EMPLOYMENT OPPORTUNITY ACTION STEPS

Recruitment/Outreach for a Diverse Workforce

- Collaborate with Personnel to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups. Outreach efforts include attending appropriate, field-specific job fairs, and outreach to professional associations and student organizations for under-represented groups (e.g., offices of diversity and inclusion, women's resource centers, etc.) at area universities, colleges, and any appropriate trade schools.
- Enhance recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community-organizations and organizations providing employment-related services to persons with disabilities, such as Community Options, HOPE Services, and student disability resource centers at area universities, colleges, and any appropriate trade schools.

- Maintain complete records of all recruitment and outreach efforts including department participation in community events, service activities and other engagement with diverse groups.

Hiring Procedures for a Diverse Workforce

- Ensure that oral boards and screening committees reflect the diversity of candidate pools and participants receive implicit bias training during oral board/screening committee orientation to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Design and implement a reporting system to monitor and measure EEO/CC Plan outcomes consistently. Review EEO/CC Action Steps and meet with the EEO Officer annually to assess outcomes, identify both accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.
- Align and integrate the department's EEO/CC Plan with the department's Strategic Plan to promote equity and overall organizational health and development.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Regularly review Departmental Workforce Composition and Utilization Analysis data (as provided by the EEO Office) to identify and address any significant disparities between local available workforce demographics as compared to the department's demographic composition.
- Evaluate the need for bilingual employees regularly to provide effective and culturally aware customer service.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, to promote their professional advancement through identifying appropriate professional development and training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Disseminate EEO and harassment prevention policies and expectations consistently and provide opportunities for staff to discuss confidentially and during annual staff meetings.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to diverse constituents.
- Encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Train department leadership to recognize potential EEO/CC issues and take appropriate, proportionate preemptive and corrective action, when needed. Evaluate managers and supervisors during annual performance evaluations on their effectiveness in addressing EEO/CC issues.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues.

CULTURAL COMPETENCE ACTION STEPS

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that all written communications to the public (e.g., informational materials, publications, mass-emails, and web content) use 12 point or larger font and employ accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.
- Provide important public materials and information in English and Spanish (and other languages, as needed), as well as through TTY/TDD as mandated by the Americans with Disabilities Act (ADA).
- Provide important public announcements in both Spanish and English and make translation services for other languages available, as needed, including for television/radio/online broadcasts, when feasible.
- Ensure accessibility of all County physical spaces and published materials for members of the public with disabilities. Screen all documents distributed electronically to ensure that they are accessible with screen reader software.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Encourage employees at all levels and require managers and supervisors to annually complete at least one SCCL course or other training related to nondiscrimination; establishing and enforcing a respectful workplace; communication styles and interpersonal skills; emotional intelligence; conflict management and resolution; generational differences; unconscious/implicit bias; workforce diversity and inclusion; cultural awareness and sensitivity in service delivery; or other subject matter relevant serving and working with populations with diverse backgrounds and experiences, including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, low-income residents, unhoused persons, students, and other local demographics.
- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate. Maintain internal records for all employees on any EEO/CC related classes they have complete outside of the SCCL system.

Ensuring Culturally Appropriate Delivery of Services

- Ensure that programs are delivered through approaches, processes, and formats which are widely accessible and best meet the needs of a diverse community including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, seniors, low-income residents, unhoused persons, students, and other underrepresented populations.
- Evaluate feedback continually to improve service delivery; respond to consumer needs; and identify barriers or service gaps.
- Evaluate and continually improve the collection of intersectional data, (including gender and other appropriate allowable demographic data as described in the Cultural Competency Appendix), to analyze how various demographics utilize department programs and services; and confirm that access is equitable across diverse populations.

- Review customer complaint responses and staff disputes to ensure that conflict resolution processes are culturally sensitive and equipped with the appropriate tools and resources needed to prevent or identify and resolve cross-cultural conflict between staff members or between members of the public and staff.

DEPARTMENT-SPECIFIC INFORMATION AND ACTION STEPS

- Five of the eight managerial positions are currently staffed by women.
- Three staff positions (Office Assistant 3, Accounting Technician in Tax Collector, Collections Officer) are designated as bilingual (English/Spanish). Additionally, several other employees are fluent or conversant in foreign languages and can provide translation assistance to limited or non-English speaking consumers as needed.
- Create opportunities for student workers and interns to gain experience and exposure to government and fiscal-related jobs.
- Appraise incumbent systems on a continuous basis to improve service delivery to all consumers.
- Implement a system of review of community feedback. Adapt systems, procedures, and programs to be responsive to consumer feedback.
- Incorporate feedback from employee engagement activities in systems improvement.
- Provide signage indicating that an employee speaks Spanish.
- Include the contact information for the County’s EEO Officer/ADA Coordinator on the Department’s website for persons requiring assistance to access the website’s content.

**COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY
AND CULTURAL COMPETENCE**

The Office of the Auditor-Controller-Treasurer-Tax Collector is committed to the Board's goal of prioritizing and promoting diversity, equal employment opportunity, and cultural competence as set forth in the County’s Equal Employment Opportunity and Cultural Competence Plan.

DocuSigned by:

Laura Bowers

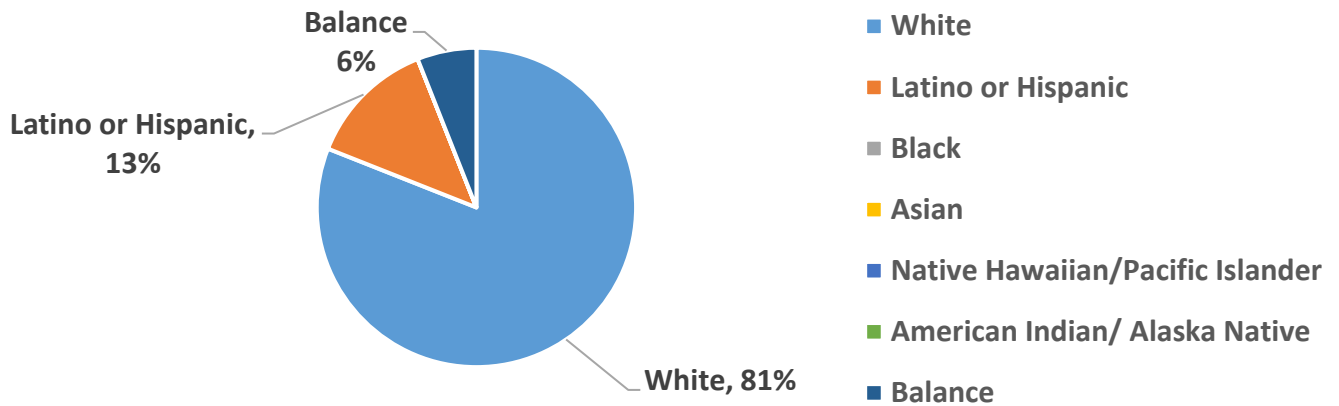
7/11/2022

LAURA BOWERS, Chief Deputy Auditor-Controller

DATE

Board of Supervisors

Workforce Percentage by Race - September 2022

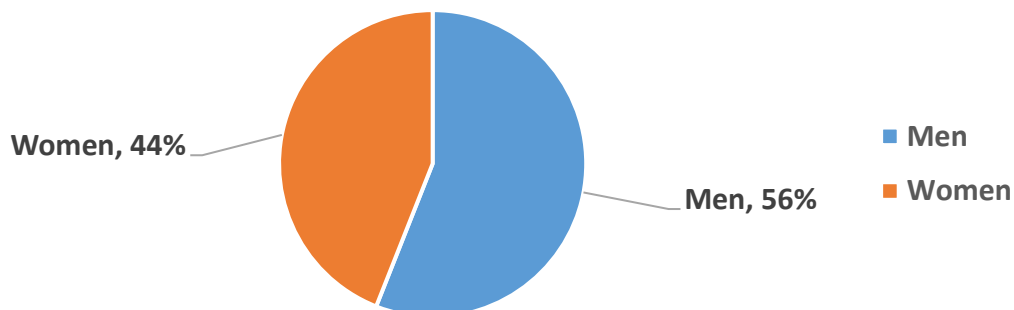


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	69% (11)	89% (16)	81% (13)
Black	0% (0)	0% (0)	0% (0)
Latino or Hispanic	31% (5)	11% (2)	13% (2)
Asian/Pacific Islander	0% (0)	0% (0)	N/A
*Asian	N/A	N/A	0% (0)
Native American	0% (0)	0% (0)	N/A
*American Indian/Alaska Native	N/A	N/A	0% (0)
*Native Hawaiian/Pacific Islander	N/A	N/A	0% (0)
*Balance	N/A	N/A	6% (1)
Women	69% (11)	50% (9)	44% (7)
Men	31% (5)	50% (9)	56% (9)
Total Employees	16	18	16

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



**BOARD OF SUPERVISORS
EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE
PLAN 2022-2024**

PURPOSE

Pursuant to the California Constitution, the Board of Supervisors governs the Santa Cruz County unincorporated area and serves as executive and legislative governing body of the County of Santa Cruz. The Board directs overall operations of the various County departments and districts by establishing policies and approving the budgets and financing for all of County government and certain special districts.

The members of the Board of Supervisors also serve on the governing bodies of a number of other entities separate from the County, including the Santa Cruz County Public Financing Authority, County service areas, the Santa Cruz County Flood Control and Water Conservation District, and County road and lighting maintenance districts. Board members also serve on other local and regional agencies and boards such as the Association of Monterey Bay Area Governments, the Local Agency Formation Commission, Monterey Bay Unified Air Pollution Control District, and the Santa Cruz County Regional Transportation Commission.

Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Collaborate with Personnel to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups.
- Support recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community-organizations and organizations providing employment-related services to persons with disabilities, such as Community Options, HOPE Services, and student disability resource centers at area universities, colleges, and any appropriate trade schools.

Hiring Procedures for a Diverse Workforce

- Ensure that parties involved in the hiring process receive implicit bias training to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Monitor EEO/CC Plan outcomes consistently. Meet with the EEO Officer as needed to assess outcomes, identify both accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.
- Align and integrate the department's EEO/CC Plan into daily business practice to promote equity and overall organizational health and development.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Regularly review Departmental Workforce Composition and Utilization Analysis data (as provided by the EEO Office) to identify and address any significant disparities

between local available workforce demographics as compared to the department's demographic composition.

- Monitor the need for bilingual employees regularly to provide effective and culturally aware customer service.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, to promote their professional advancement through identifying appropriate professional development and training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Disseminate EEO and harassment prevention policies and expectations consistently and provide opportunities for staff to discuss confidentially.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to diverse constituents.
- Regularly encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Ensure supervisory staff recognize potential EEO/CC issues and take appropriate, proportionate, preemptive, and corrective action when needed. Evaluate managers and supervisors during annual performance evaluations on their effectiveness in addressing EEO/CC issues as needed.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues.

Cultural Competence Action Steps

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that all written communications to the public (e.g., informational materials, publications, mass-emails, and web content) use 12-point or larger font and employ accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.
- Ensure accessibility of all County physical spaces and published materials for members of the public with disabilities. Screen all documents distributed electronically to ensure that they are accessible with screen reader software.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Encourage employees at all levels and require managers and supervisors to annually complete at least one SCCL course or other training related to nondiscrimination; establishing and enforcing a respectful workplace; communication styles and interpersonal skills; emotional intelligence; conflict management and resolution; generational differences; unconscious/implicit bias; workforce diversity and inclusion; cultural awareness and sensitivity in service delivery; or other subject matter relevant serving and working with populations with diverse backgrounds and experiences,

including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, low-income residents, unhoused persons, students, and other local demographics.

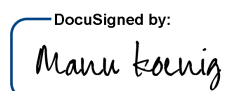
- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate. Maintain internal records for all employees on any EEO/CC related classes they have complete outside of the SCCL system.

DEPARTMENT-SPECIFIC INFORMATION AND ACTION STEPS

- Continue to support and monitor implementation of federal and state law relating to equal employment opportunity and nondiscrimination, reasonable accommodation, public access, and harassment prevention policies within the County organization, as reported annually by the EEO Office.
- Partner with the Equal Employment Opportunity Office to expand outreach in recruitments in order to secure diverse applicant and candidate pools for future vacancies in appointed positions.
- Oversee the administrative review program in collaboration with the EEO Office to ensure equal employment opportunity in recruitment and selection processes.
- As of September 30, 2022, women comprised 44% of the professionals within the Department.
- Incorporate an evaluation of the departments' progress toward effectuating the County's equal employment opportunity and nondiscrimination policies and programs as a component of the annual department head (County Counsel and County Administrative Officer) performance reviews.
- Support the EEO Office in developing and updating nondiscrimination policies and trainings to adhere to best practices and reflect legal developments.
- Review the EEO/CC Plan provided by the EEO Officer to remain advised of all EEO/CC activities in County Government.
- The Board holds all meetings at locations accessible to persons with disabilities.
- The Board will strive to have diversity in their commission appointments and staff.

COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY AND CULTURAL COMPETENCE

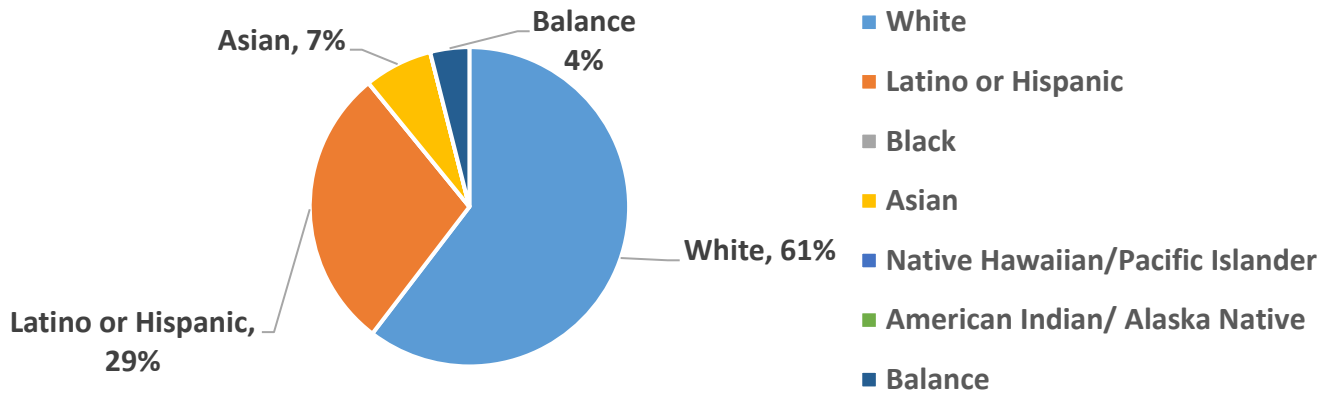
The Board of Supervisors promotes equal employment opportunity, diversity and inclusion, and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.

DocuSigned by:

43369812764640D...
Manu Koenig, Chair
Santa Cruz County Board of Supervisors

7/15/2022
DATE

County Administrative Office

Workforce Percentage by Race – September 2022

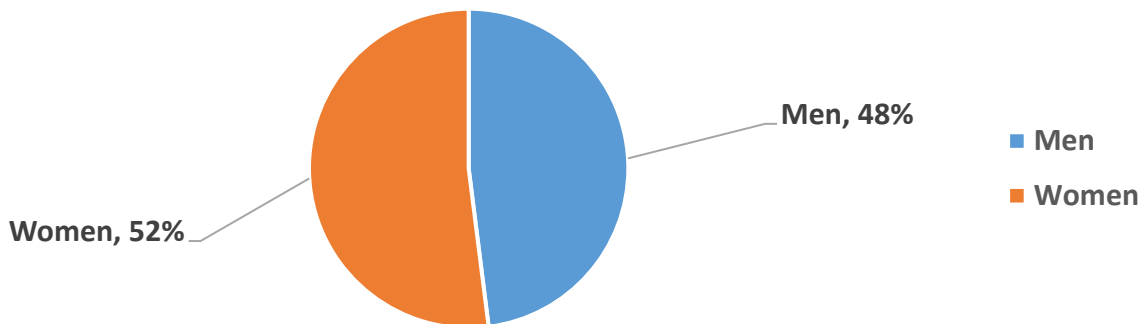


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	73% (11)	77% (10)	61% (14)
Black	7% (1)	8% (1)	0% (0)
Latino or Hispanic	20% (3)	15% (2)	26% (6)
Asian/Pacific Islander	0% (0)	0% (0)	N/A
*Asian	N/A	N/A	9% (2)
Native American	0% (0)	0% (0)	N/A
*American Indian/Alaska Native	N/A	N/A	0% (0)
*Native Hawaiian/Pacific Islander	N/A	N/A	0% (0)
*Balance	N/A	N/A	4% (1)
Women	93% (14)	77% (10)	52% (12)
Men	7% (1)	23% (3)	48% (11)
Total Employees	15	13	23

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS
SEP 30, 2022

Pay Period 20 Ending 9/30/2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	5	2	3	-1	1	4	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
ADMINS		40%	60%	56%	44%	80%	77%	0%	1%	20%	15%	0%	4%	0%	0%	0%	0%	0%	3%	20%	23%
PROF	15	8	7	1	-1	10	-2	0	0	3	1	1	0	0	0	0	0	1	1	5	2
		53%	47%	46%	54%	67%	78%	0%	1%	20%	12%	7%	6%	0%	0%	0%	0%	7%	3%	33%	22%
TECH	1	1	0	0	0	0	-1	0	0	1	1	0	0	0	0	0	0	0	0	1	1
		100%	0%	52%	48%	0%	51%	0%	1%	100%	41%	0%	4%	0%	0%	0%	0%	0%	3%	100%	49%
PROT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERV		0%	0%	84%	16%	0%	63%	0%	2%	0%	26%	0%	2%	0%	0%	0%	0%	0%	6%	0%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	2	0	2	-1	1	0	-1	0	0	1	0	1	1	0	0	0	0	0	0	2	1
SUPP		0%	100%	40%	60%	0%	61%	0%	1%	50%	29%	50%	5%	0%	0%	0%	0%	0%	4%	100%	39%
SK CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WORKERS		0%	0%	93%	7%	0%	56%	0%	0%	0%	40%	0%	2%	0%	0%	0%	0%	0%	1%	0%	44%
SVC &	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAINT		0%	0%	57%	43%	0%	38%	0%	1%	0%	55%	0%	4%	0%	0%	0%	0%	0%	2%	0%	62%
TOTAL	23	11	12	-1	1	14	-1	0	0	6	0	2	1	0	0	0	0	1	0	9	1
		48%	52%	54%	46%	61%	65%	0%	1%	26%	25%	9%	5%	0%	0%	0%	0%	4%	3%	39%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

**COUNTY ADMINISTRATIVE OFFICE
EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN
2022-2024**

PURPOSE

The County Administrative Officer serves under the direction of the Board of Supervisors. The duties of the County Administrative Officer, specified in the County Code, include preparation and supervision of the County's budget and Capital Improvement Program, legislative analysis, contract and grant administration, economic development, intergovernmental relations, supervision of non-elected department heads and oversight of all departmental functions. The County Administrative Officer is responsible for management, review, and recommendations related to the Board of Supervisor's weekly meeting agendas.

The 2018-2024 County Strategic Plan sponsored by the County Administrative Officer, and developed through a collaboration of the Steering Committee, County employees, community-based organizations and agencies, constituents, and stakeholders, was adopted by the Board of Supervisors in June 2018. The Strategic Plan outlines the shared vision, mission, values, and focus areas for Santa Cruz County Government, with an emphasis on continuous systems improvement, data-driven services, and performance and outcomes measurement utilizing standardized criteria.

The County Administrative Officer also serves as the *ex-officio* Clerk of the Board, Director of Emergency Services, Executive Director of the Public Finance Authority, Executive Director of the Santa Cruz County Redevelopment Successor Agency, and a member of the Santa Cruz Regional 911 Joint Powers Authority (JPA) Board, the Animal Services Authority Board, and the Criminal Justice Council. The County Administrative Office oversees the Homeless Action Partnership Strategic Plan and administers activities related to Economic Development, Cannabis Licensing, and tourism promotion, including activities associated with the countywide Tourism Marketing District.

Department Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Collaborate with Personnel to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups. Outreach efforts include attending appropriate, field-specific job fairs, and outreach to professional associations and student organizations for under-represented groups (e.g., offices of diversity and inclusion, women's resource centers, etc.) at area universities, colleges and any appropriate trade schools.
- Enhance recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community-organizations and organizations providing employment-related services to persons with disabilities, such as Community Options, HOPE Services, and student disability resource centers at area universities, colleges and any appropriate trade schools.
- Maintain complete records of all recruitment and outreach efforts including department participation in community events, service activities and other engagement with diverse groups.

Hiring Procedures for a Diverse Workforce

- Ensure that oral boards and screening committees reflect the diversity of candidate pools and participants receive implicit bias training during oral board/screening committee orientation to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Design and implement a reporting system to monitor and measure EEO/CC Plan outcomes consistently. Review EEO/CC Action Steps and meet with the EEO Officer annually to assess outcomes, identify both accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.
- Align and integrate the department's EEO/CC Plan with the department's Strategic Plan to promote equity and overall organizational health and development.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Regularly review Departmental Workforce Composition and Utilization Analysis data (as provided by the EEO Office) to identify and address any significant disparities between local available workforce demographics as compared to the department's demographic composition.
- Evaluate the need for bilingual employees regularly to provide effective and culturally-aware customer service.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, to promote their professional advancement through identifying appropriate professional development and training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Disseminate EEO and harassment prevention policies and expectations consistently and provide opportunities for staff to discuss confidentially and during annual staff meetings.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to diverse constituents.
- Encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Train department leadership to recognize potential EEO/CC issues and take appropriate, proportionate preemptive and corrective action, when needed. Evaluate managers and supervisors during annual performance evaluations on their effectiveness in addressing EEO/CC issues.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues.

Department Cultural Competence Action Steps

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that all written communications to the public (e.g., informational materials, publications, mass-emails and web content) use 12 point or larger font and employ accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.
- Provide important public materials and information in English and Spanish (and other languages, as needed), as well as through TTY/TDD as mandated by the Americans with Disabilities Act (ADA).
- Provide important public announcements in both Spanish and English and make translation services for other languages available, as needed, including for television/radio/online broadcasts, when feasible.
- Ensure accessibility of all County physical spaces and published materials for members of the public with disabilities. Screen all documents distributed electronically to ensure that they are accessible with screen reader software.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Encourage employees at all levels and require managers and supervisors to annually complete at least one SCCL course or other training related to nondiscrimination; establishing and enforcing a respectful workplace; communication styles and interpersonal skills; emotional intelligence; conflict management and resolution; generational differences; unconscious/implicit bias; workforce diversity and inclusion; cultural awareness and sensitivity in service delivery; or other subject matter relevant serving and working with populations with diverse backgrounds and experiences, including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, low-income residents, unhoused persons, students, and other local demographics.
- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate. Encourage CAO staff to attend similar training offerings from other organizations, such as the California State Association of Counties (CSAC) and Liebert Cassidy Whitmore. Maintain internal records for all employees on any EEO/CC related classes they have complete outside of the SCCL system.

Ensuring Culturally Appropriate Delivery of Services

- Ensure that programs are delivered through approaches, processes, and formats which are widely-accessible and best meet the needs of a diverse community including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, seniors, low-income residents, unhoused persons, students, and other underrepresented populations.
- Evaluate feedback continually to improve service delivery; respond to consumer needs; and identify barriers or service gaps;

- Evaluate and continually improve the collection of intersectional data, (including gender and other appropriate allowable demographic data as described in the Cultural Competency Appendix), to analyze how various demographics utilize department programs and services; and confirm that access is equitable across diverse populations.
- Review customer complaint responses and staff disputes to ensure that conflict resolution processes are culturally sensitive and equipped with the appropriate tools and resources needed to prevent or identify and resolve cross-cultural conflict between staff members or between members of the public and staff.

COUNTYWIDE EEO ACTION STEPS

- Provide oversight of the Equal Employment Opportunity Office's administration and implementation of the administrative review process to promote equal employment opportunity in recruitment and selection.
- Incorporate routine assessment of departments heads' progress in effectuating the County's equal employment opportunity/nondiscrimination policies into their annual performance evaluations.
- Monitor the County's implementation of the Americans with Disabilities Act and California's Fair Employment and Housing Act to ensure that County facilities, programs, and services are accessible to employees and the public.
- Encourage departments to utilize a diversity of students and other interested community members for County volunteer and internship opportunities.
- Collaborate with the EEO Officer in implementing the Harassment and Discrimination Complaint Procedures and Appeals Process.
- Support the routine, internal audit and assessment of the County's nondiscrimination program and complaint procedures to align with best practices and changes in federal and state law.
- Support the EEO Office and Personnel Department in identifying and developing appropriate trainings to ensure adherence to best practices and expand offerings to reflect emerging areas in equal employment opportunity training programs, such as bystander intervention/bullying, family responsibilities discrimination, and sensitivity, empathy, and civility.
- Review internal surveys and audits conducted by the EEO Office which solicit employee feedback on the effectiveness of EEO policy implementation at the departmental level.
- Oversee the County's Learn, Engage, Apply, Perform (LEAP) program to develop emerging leaders within the County government and promote organizational development and excellence.
- Coordinate the development of a County Operational Plan to address the EEO and Cultural Competence focus areas within the County's Strategic Plan, including providing County customers with equitable access to efficient, effective, and culturally responsive services and attracting, growing, and retaining a diverse, engaged, and high-performing County workforce that reflects the local community.

COUNTY ADMINISTRATIVE OFFICE EEO ACTION STEPS

- Work with the EEO Office in developing informational materials which employ plain language and universal design principles to enhance accessibility for all County customers.
- Support the Equal Employment Opportunity Office in expanding targeted outreach efforts and developing strategic recruitment plans to secure diverse applicant pools for future vacancies at the department head level.
- Ensure that all department heads continue to take harassment prevention training in a timely manner as mandated by state law and encourage their participation in EEO and cultural competence related trainings on an ongoing basis to make sure they remain current on existing best practices and legal developments.

COUNTY ADMINISTRATIVE OFFICE CULTURAL COMPETENCE PLAN

The Cultural Competence Plan will be integrated into the Department to ensure the delivery of efficient and appropriate services to the community.

Organizational Management/Staffing

- Provide support to the departments in surveying diverse clients, customers, and employees to identify strategies and approaches for improving interactions and service delivery. Oversee the implementation of continuous process improvement initiatives related to cultural competence and retaining a diverse workforce at the departmental and Countywide levels.
- Support the Personnel Department and other departments in providing training in cultural competence to meet the unique needs of the local community.
- Encourage employees at all levels to participate in Santa Cruz County Learns (SCCL).

Evaluation

- Assess the departments' performance in achieving their cultural competence objectives on an annual basis.

Data and Information Systems

- Maintain records of attendance for cultural competence classes and of outreach and other service activities.

Accessible, Appropriate and Representative Service Delivery

- The County Administrative Office will continue to monitor the provision of services Countywide and to make recommendations to ensure that these services are universally accessible and appropriate for all sectors of the community.
- Provide bilingual (English/Spanish) translation at Board of Supervisors public hearings, when needed.
- Adopt universal design and plain language principles in Countywide facilities and communications, respectively, to promote accessibility.

**COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY
AND CULTURAL COMPETENCE**

The County Administrative Office is committed to the Board's goal of valuing and promoting diversity, equal employment opportunity and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.

DocuSigned by:

Carlos Palacios

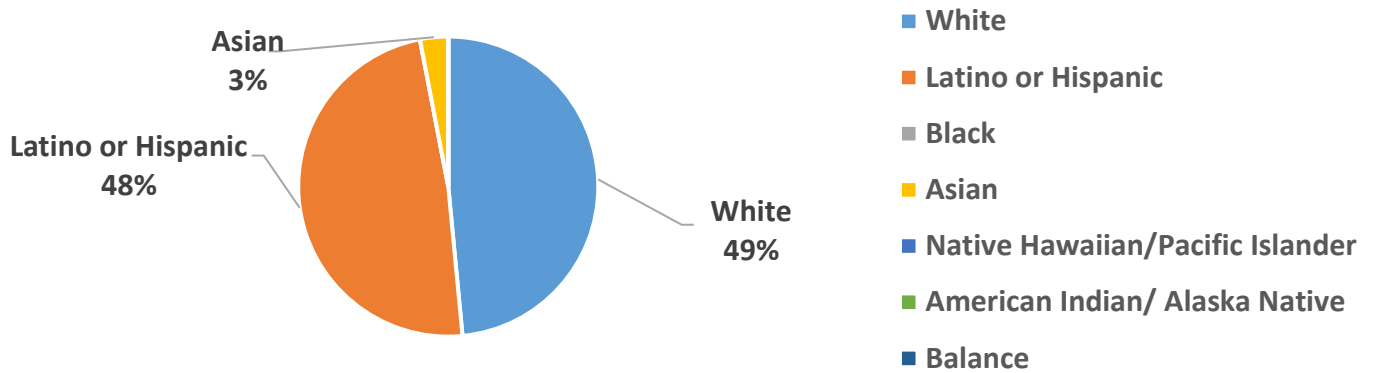
11/7/2022

CARLOS PALACIOS, County Administrative Officer

DATE

Child Support Services

Workforce Percentage by Race – September 2022

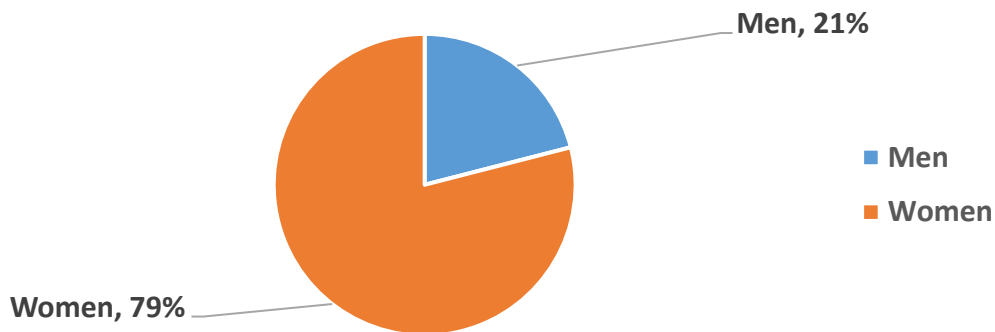


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	43% (25)	43% (21)	48% (14)
Black	0% (0)	0% (0)	0% (0)
Latino or Hispanic	47% (27)	51% (25)	48% (14)
Asian/Pacific Islander	7% (4)	4% (2)	N/A
*Asian	N/A	N/A	3% (1)
Native American	3% (2)	2% (1)	N/A
*American Indian/Alaska Native	N/A	N/A	0% (0)
*Native Hawaiian/Pacific Islander	N/A	N/A	0% (0)
*Balance	N/A	N/A	0% (0)
Women	83% (48)	88% (43)	79% (23)
Men	17% (10)	12% (6)	21% (6)
Total Employees	58	49	29

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



CHILD SUPPORT SERVICES

WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS

Pay Period 20 Ending 9/30/2022

SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	1	0	1	-1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ADMINS		0%	100%	56%	44%	100%	77%	0%	1%	0%	15%	0%	4%	0%	0%	0%	0%	0%	3%	0%	23%
PROF	4	1	3	-1	1	3	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0
		25%	75%	46%	54%	75%	78%	0%	1%	25%	12%	0%	6%	0%	0%	0%	0%	0%	3%	25%	22%
TECH	4	1	3	-1	1	3	1	0	0	0	-2	1	1	0	0	0	0	0	0	1	-1
		25%	75%	52%	48%	75%	51%	0%	1%	0%	41%	25%	4%	0%	0%	0%	0%	0%	3%	25%	49%
PROT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERV		0%	0%	84%	16%	0%	63%	0%	2%	0%	26%	0%	2%	0%	0%	0%	0%	0%	6%	0%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	20	4	16	-4	4	7	-5	0	0	13	7	0	-1	0	0	0	0	0	-1	13	5
SUPP		20%	80%	40%	60%	35%	61%	0%	1%	65%	29%	0%	5%	0%	0%	0%	0%	0%	4%	65%	39%
SK CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WORKERS		0%	0%	93%	7%	0%	56%	0%	0%	0%	40%	0%	2%	0%	0%	0%	0%	0%	1%	0%	44%
SVC &	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAINT		0%	0%	57%	43%	0%	38%	0%	1%	0%	55%	0%	4%	0%	0%	0%	0%	0%	2%	0%	62%
TOTAL	29	6	23	-10	10	14	-5	0	0	14	7	1	0	0	0	0	0	0	-1	15	5
		21%	79%	54%	46%	48%	65%	0%	1%	48%	25%	3%	5%	0%	0%	0%	0%	0%	3%	52%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

CHILD SUPPORT SERVICES EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN 2022-2024

PURPOSE

The Department of Child Support Services is mandated by law to provide child support services, including the establishment of paternity and child support obligations, the collection and distribution of child support payments, and the modification of child support obligations based on changed circumstances. Services are available to either parent at no cost. Services are automatically provided to TANF (Temporary Assistance to Needy Families) cash aid participants upon referral from the local welfare department.

The Department is organized into the following operational units: program operations, which consists of the functions of locating absent parents and establishing and enforcing child support order functions; fiscal operations, which is responsible for the posting, allocation, and distribution of payments; and administrative support, which manages training and outreach.

Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Collaborate with Personnel to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups. Outreach efforts include attending appropriate, field-specific job fairs, and outreach to professional associations and student organizations for under-represented groups (e.g., offices of diversity and inclusion, women's resource centers, etc.) at area universities, colleges, and any appropriate trade schools.
- Enhance recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community-organizations and organizations providing employment-related services to persons with disabilities, such as Community Options, HOPE Services, and student disability resource centers at area universities, colleges, and any appropriate trade schools.
- Maintain complete records of all recruitment and outreach efforts including department participation in community events, service activities and other engagement with diverse groups.

Hiring Procedures for a Diverse Workforce

- Ensure that oral boards and screening committees reflect the diversity of candidate pools and participants receive implicit bias training during oral board/screening committee orientation to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Design and implement a reporting system to monitor and measure EEO/CC Plan outcomes consistently. Review EEO/CC Action Steps and meet with the EEO Officer annually to assess outcomes, identify both accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.
- Align and integrate the department's EEO/CC Plan with the department's Strategic Plan to promote equity and overall organizational health and development.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Regularly review Departmental Workforce Composition and Utilization Analysis data (as provided by the EEO Office) to identify and address any significant disparities between local available workforce demographics as compared to the department's demographic composition.
- Evaluate the need for bilingual employees regularly to provide effective and culturally aware customer service.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, to promote their professional advancement through identifying appropriate professional development and training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Disseminate EEO and harassment prevention policies and expectations consistently and provide opportunities for staff to discuss confidentially and during annual staff meetings.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to diverse constituents.
- Encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Train department leadership to recognize potential EEO/CC issues and take appropriate, proportionate preemptive and corrective action, when needed. Evaluate managers and supervisors during annual performance evaluations on their effectiveness in addressing EEO/CC issues.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues.

Cultural Competence Action Steps

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that all written communications to the public (e.g., informational materials, publications, mass-emails, and web content) use 12 point or larger font and employ accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.
- Provide important public materials and information in English and Spanish (and other languages, as needed), as well as through TTY/TDD as mandated by the Americans with Disabilities Act (ADA).
- Provide important public announcements in both Spanish and English and make translation services for other languages available, as needed, including for television/radio/online broadcasts, when feasible.
- Ensure accessibility of all County physical spaces and published materials for members of the public with disabilities. Screen all documents distributed electronically to ensure that they are accessible with screen reader software.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Encourage employees at all levels and require managers and supervisors to annually complete at least one SCCL course or other training related to nondiscrimination; establishing and enforcing a respectful workplace; communication styles and interpersonal skills; emotional intelligence; conflict management and resolution; generational differences; unconscious/implicit bias; workforce diversity and inclusion; cultural awareness and sensitivity in service delivery; or other subject matter relevant serving and working with populations with diverse backgrounds and experiences, including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, low-income residents, unhoused persons, students, and other local demographics.
- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate. Maintain internal records for all employees on any EEO/CC related classes they have complete outside of the SCCL system.

Ensuring Culturally Appropriate Delivery of Services

- Ensure that programs are delivered through approaches, processes, and formats which are widely accessible and best meet the needs of a diverse community including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, seniors, low-income residents, unhoused persons, students, and other underrepresented populations.
- Evaluate feedback continually to improve service delivery; respond to consumer needs; and identify barriers or service gaps.
- Evaluate and continually improve the collection of intersectional data, (including gender and other appropriate allowable demographic data as described in the Cultural Competency Appendix), to analyze how various demographics utilize department programs and services; and confirm that access is equitable across diverse populations.
- Review customer complaint responses and staff disputes to ensure that conflict resolution processes are culturally sensitive and equipped with the appropriate tools and resources needed to prevent or identify and resolve cross-cultural conflict between staff members or between members of the public and staff.

DEPARTMENT-SPECIFIC INFORMATION AND ACTION STEPS

- Of the department's workforce, 52% are minorities, and 79% are women.
- The department has 14 designated bilingual employees (English/Spanish) to assist the significant limited-English and monolingual Spanish client base. The 14 Full-Time-Equivalent employees receiving Level I or Level II Bilingual pay make up 48% of the staff.
- The department distributes public opinion surveys in both English and Spanish to obtain feedback on the quality and accessibility of services. Feedback is solicited and tracked through a variety of mechanisms, including the department's website, the call center, and online and hardcopy surveys.

- The department surveys case participants at regular intervals on the accessibility and quality of provided services.
- Using the statewide Child Support Enforcement System, the department will regularly track the number of case participants who are monolingual Spanish-speakers to ensure that bilingual staffing levels are adequate .
- Review case participant and public opinion survey data quarterly to identify barriers to access and service provision. Based on this feedback, evaluate the effectiveness of current service delivery systems. Develop and adopt new processes, as needed, incorporating staff feedback and recommendations.
- The department utilizes a language line to help parents navigate the child support legal process in their preferred language.
- The department interfaces with County and community-based organizations that provide overlap services to their clients, including drug and alcohol counseling, assistance with immigration issues and urgent financial and medical needs.

**COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY
AND CULTURAL COMPETENCE**

The Department of Child Support Services is committed to the Board’s goal of valuing and promoting diversity, equal employment opportunity and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.

DocuSigned by:

Jamie Murray

7/8/2022

JAMIE MURRAY, Child Support Services Director

DATE

Community Development & Infrastructure Department

On February 1, 2022 The Board of Supervisors voted to integrate the Public Works and Planning Departments to create the Community Development and Infrastructure Department in an effort to improve customer service, streamline project management, and achieve County goals in attainable housing, reliable transportation, and sustainable environment.

For the past 50 years, the departments of Public Works and Planning have both headquartered at the County administration building at 701 Ocean Street, sharing the 4th floor. This adjacency worked well, with coordination and collaboration on a variety of community development and infrastructure projects.

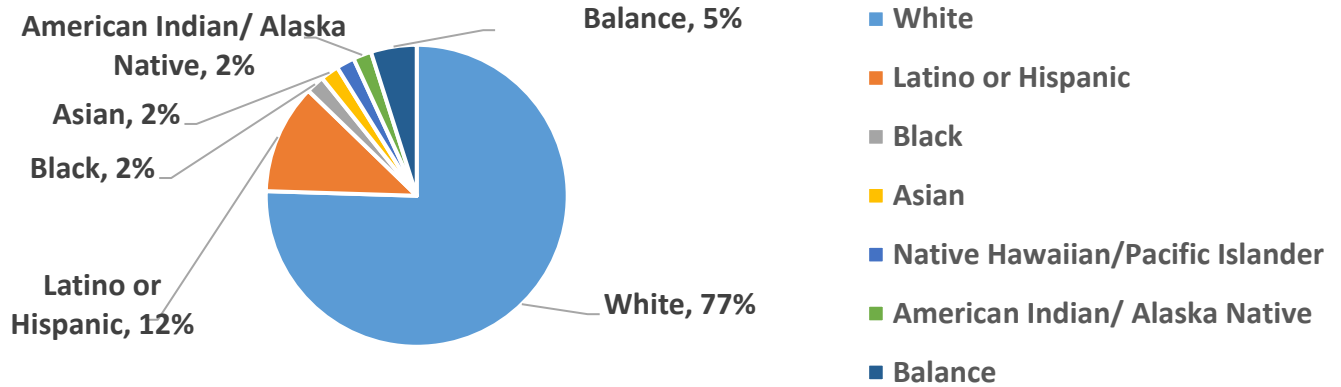
The speed of and desire for changes in the current regulatory environment has created new challenges, particularly in the area of land use and building permitting which now require a higher level of collaboration and communication between divisions of each department. This increased complexity necessitated an examination of the County's individual and joint business processes, resulting in the abovementioned integration of Planning and Public Works to create greater efficiencies, a common culture, and a streamlined management structure.

For the purposes of the 2022-2024 EEO/CC Plan, data from the now integrated Planning and Public Works Divisions will continue to be reported separately.

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Community Development & Infrastructure Planning Division

Workforce Percentage by Race – September 2022

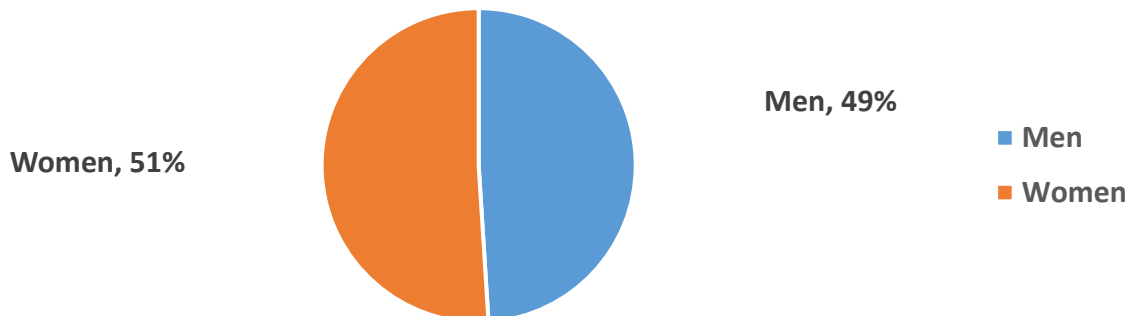


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	83% (67)	84% (46)	77% (50)
Black	0% (0)	2% (1)	2% (1)
Latino or Hispanic	14% (11)	15% (8)	12% (8)
Asian/Pacific Islander	1% (1)	0% (0)	N/A
*Asian	N/A	N/A	2% (1)
Native American	2% (2)	0% (0)	N/A
*American Indian/Alaska Native	N/A	N/A	2% (1)
*Native Hawaiian/Pacific Islander	N/A	N/A	2% (1)
*Balance	N/A	N/A	5% (3)
Women	54% (44)	51% (28)	51% (33)
Men	46% (37)	49% (27)	49% (32)
Total Employees	81	55	65

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS

Pay Period 20 Ending 9/30/2022

SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	2	0	2	-1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ADMINS		0%	100%	56%	44%	100%	77%	0%	1%	0%	15%	0%	4%	0%	0%	0%	0%	0%	3%	0%	23%
PROF	39	20	19	2	-2	35	5	0	0	2	-3	1	-1	0	0	0	0	1	0	4	-5
		51%	49%	46%	54%	90%	78%	0%	1%	5%	12%	3%	6%	0%	0%	0%	0%	3%	3%	10%	22%
TECH	20	11	9	1	-1	12	2	1	1	3	-5	0	-1	1	1	1	1	2	1	8	-2
		55%	45%	52%	48%	60%	51%	5%	1%	15%	41%	0%	4%	5%	0%	5%	0%	10%	3%	40%	49%
PROT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERV		0%	0%	84%	16%	0%	63%	0%	2%	0%	26%	0%	2%	0%	0%	0%	0%	0%	6%	0%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	4	1	3	-1	1	1	-1	0	0	3	2	0	0	0	0	0	0	0	0	3	1
SUPP		25%	75%	40%	60%	25%	61%	0%	1%	75%	29%	0%	5%	0%	0%	0%	0%	0%	4%	75%	39%
SK CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WORKERS		0%	0%	93%	7%	0%	56%	0%	0%	0%	40%	0%	2%	0%	0%	0%	0%	0%	1%	0%	44%
SVC &	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAINT		0%	0%	57%	43%	0%	38%	0%	1%	0%	55%	0%	4%	0%	0%	0%	0%	0%	2%	0%	62%
TOTAL	65	32	33	-3	3	50	8	1	0	8	-8	1	-2	1	1	1	1	3	1	15	-8
		49%	51%	54%	46%	77%	65%	2%	1%	12%	25%	2%	5%	2%	0%	2%	0%	5%	3%	23%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

COMMUNITY DEVELOPMENT & INFRASTRUCTURE PLANNING DIVISION

EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN 2022-2024

PURPOSE

The Planning Division provides a wide range of services related to land use issues in the community. It is responsible for developing, implementing and enforcing land use ordinances and regulations; administering environmental protection programs; processing, issuing and inspecting building, zoning, and other development permits; carrying out long-range and community planning programs; administering affordable housing assistance programs; and addressing neglected property and hazardous building programs. The Planning Division also provides staff support to the Planning Commission, Historic Resources Commission, Agricultural Policy Advisory Commission, Commission on the Environment, and the Housing Advisory Commission.

Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Collaborate with Personnel to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups. Outreach efforts include attending appropriate, field-specific job fairs, and outreach to professional associations and student organizations for under-represented groups (e.g., offices of diversity and inclusion, women's resource centers, etc.) at area universities, colleges and any appropriate trade schools.
- Enhance recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community-organizations and organizations providing employment-related services to persons with disabilities, such as Community Options, HOPE Services, and student disability resource centers at area universities, colleges and any appropriate trade schools.
- Maintain complete records of all recruitment and outreach efforts including department participation in community events, service activities and other engagement with diverse groups.

Hiring Procedures for a Diverse Workforce

- Ensure that oral boards and screening committees reflect the diversity of candidate pools and participants receive implicit bias training during oral board/screening committee orientation to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Design and implement a reporting system to monitor and measure EEO/CC Plan outcomes consistently. Review EEO/CC Action Steps and meet with the EEO Officer annually to assess outcomes, identify both accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.
- Align and integrate the department's EEO/CC Plan with the department's Strategic Plan to promote equity and overall organizational health and development.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Regularly review Division Workforce Composition and Utilization Analysis data (as provided by the EEO Office) to identify and address any significant disparities between local available workforce demographics as compared to the department's demographic composition.
- Evaluate the need for bilingual employees regularly to provide effective and culturally-aware customer service.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, to promote their professional advancement through identifying appropriate professional development and training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Disseminate EEO and harassment prevention policies and expectations consistently and provide opportunities for staff to discuss confidentially and during annual staff meetings.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to diverse constituents.
- Encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Train division leadership to recognize potential EEO/CC issues and take appropriate, proportionate preemptive and corrective action, when needed. Evaluate managers and supervisors during annual performance evaluations on their effectiveness in addressing EEO/CC issues.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues.

Cultural Competence Action Steps

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that all written communications to the public (e.g., informational materials, publications, mass-emails and web content) use 12 point or larger font and employ accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.
- Provide important public materials and information in English and Spanish (and other languages, as needed), as well as through TTY/TDD as mandated by the Americans with Disabilities Act (ADA).
- Provide important public announcements in both Spanish and English and make translation services for other languages available, as needed, including for television/radio/online broadcasts, when feasible.
- Ensure accessibility of all County physical spaces and published materials for members of the public with disabilities. Screen all documents distributed electronically to ensure that they are accessible with screen reader software.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Encourage employees at all levels and require managers and supervisors to annually complete at least one SCCL course or other training related to nondiscrimination; establishing and enforcing a respectful workplace; communication styles and interpersonal skills; emotional intelligence; conflict management and resolution; generational differences; unconscious/implicit bias; workforce diversity and inclusion; cultural awareness and sensitivity in service delivery; or other subject matter relevant serving and working with populations with diverse backgrounds and experiences, including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, low-income residents, unhoused persons, students, and other local demographics.
- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate. Maintain internal records for all employees on any EEO/CC related classes they have complete outside of the SCCL system.

Ensuring Culturally Appropriate Delivery of Services

- Ensure that programs are delivered through approaches, processes, and formats which are widely-accessible and best meet the needs of a diverse community including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, seniors, low-income residents, unhoused persons, students, and other underrepresented populations.
- Evaluate feedback continually to improve service delivery; respond to consumer needs; and identify barriers or service gaps;
- Evaluate and continually improve the collection of intersectional data, (including gender and other appropriate allowable demographic data as described in the Cultural Competency Appendix), to analyze how various demographics utilize department programs and services; and confirm that access is equitable across diverse populations.
- Review customer complaint responses and staff disputes to ensure that conflict resolution processes are culturally sensitive and equipped with the appropriate tools and resources needed to prevent or identify and resolve cross-cultural conflict between staff members or between members of the public and staff.

PLANNING DIVISION-SPECIFIC INFORMATION AND ACTION STEPS

- The Planning Division will continue to coordinate with the Personnel department in the administrative review process to ensure equal employment opportunity in recruitment and selection.
- At least one Building Section staff person currently teaches building code coursework at Cabrillo College. When invited, the Division coordinates with the Santa Cruz County Career Technical Education Partnership [formerly, the Regional Occupational Program (ROP)] to make presentations about planning functions and careers to classes within relevant technical programs.

- The Planning Division will work with the Volunteer Center to identify and pursue opportunities for student internships within the Division to help students gain exposure to the diversity of careers within the planning field. When invited, participate in intern job fairs, such as CSUMB's Intern Recruitment Fair in the fall.
- The Planning Division will continue to encourage and train management team to participate in recruitment and outreach efforts.
- The Planning Division will provide bilingual employees at the main counter, housing section and at permit centers as significant interaction with clients occurs at these front-line locations.
- The Planning Division will maintain customer feedback on language needs and other cultural competence-related issues.
- The Planning Division will maintain a link from the Planning Division website to the County Jobs website.
- The Planning Division will provide critical planning and housing materials in both English and Spanish to serve the significant limited-English and monolingual Spanish populations within the County.
- The Planning Division will streamline planning processes by removing unnecessary steps and procedures to enhance usability for all segments of the population based on the community's needs, as measured through customer surveys.
- The Planning Division will develop partnerships and/or networks with appropriate community-based organizations to better inform consumers about County planning policies and processes, including holding community meetings and/or workshops.

**COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY
AND CULTURAL COMPETENCE**

The Community Development & Infrastructure Department - Planning Division is committed to the Board's goal of valuing and promoting diversity, equal employment opportunity and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.

DocuSigned by:
Matt Machado

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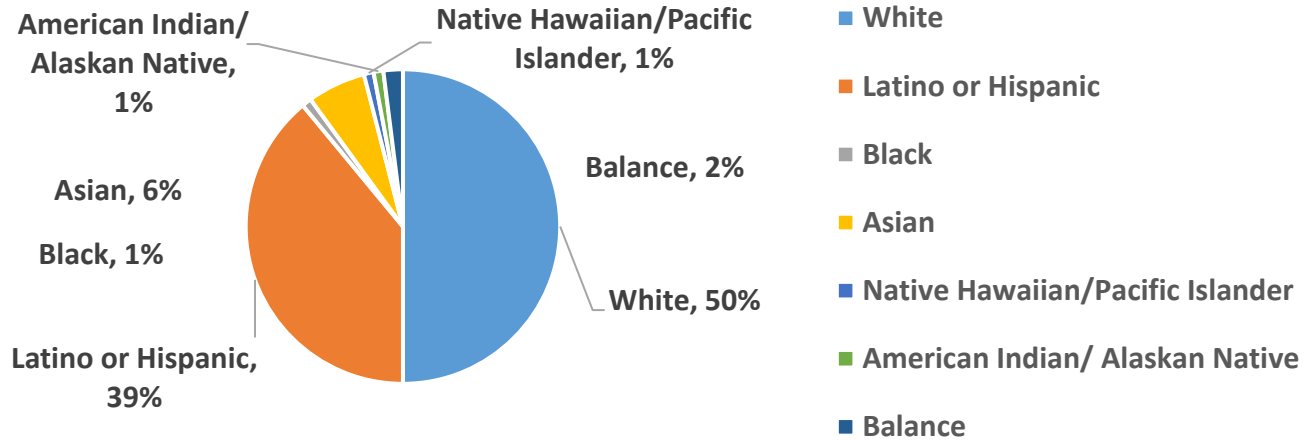
*Matt Machado, Deputy CAO,
Director of Community Development & Infrastructure*

6/15/2022

Date

Public Works

Workforce Percentage by Race – September 2022

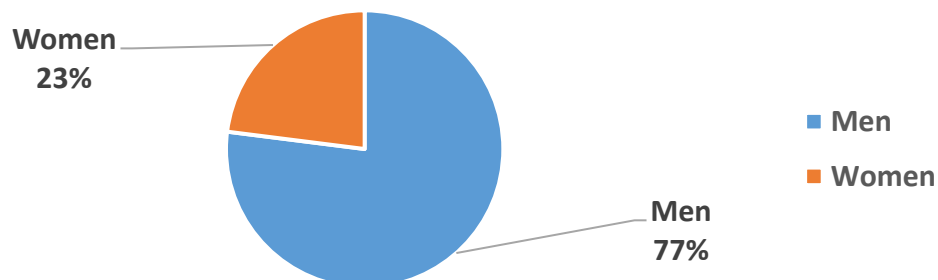


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	68% (172)	63% (134)	50% (114)
Black	1% (3)	2% (4)	1% (3)
Latino or Hispanic	25% (64)	29% (61)	39% (89)
Asian/Pacific Islander	4% (11)	5% (10)	N/A
*Asian	N/A	N/A	6% (13)
Native American	1% (3)	2% (5)	N/A
*American Indian/Alaskan Native	N/A	N/A	1% (3)
*Native Hawaiian/Pacific Islander	N/A	N/A	1% (2)
*Balance	N/A	N/A	2% (5)
Women	24% (61)	28% (59)	23% (53)
Men	76% (192)	72% (155)	77% (176)
Total Employees	253	214	229

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



PUBLIC WORKS

WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS

Pay Period 20 Ending 9/30/2022

SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	5	4	1	1	-1	4	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
ADMINS		80%	20%	56%	44%	80%	77%	0%	1%	20%	15%	0%	4%	0%	0%	0%	0%	0%	3%	20%	23%
PROF	48	26	22	4	-4	31	-6	1	1	9	3	5	2	0	0	0	0	2	1	17	6
		54%	46%	46%	54%	65%	78%	2%	1%	19%	12%	10%	6%	0%	0%	0%	0%	4%	3%	35%	22%
TECH	33	19	14	2	-2	20	3	0	0	7	-7	3	2	1	1	1	1	1	0	13	-3
		58%	42%	52%	48%	61%	51%	0%	1%	21%	41%	9%	4%	3%	0%	3%	0%	3%	3%	39%	49%
PROT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERV		0%	0%	84%	16%	0%	63%	0%	2%	0%	26%	0%	2%	0%	0%	0%	0%	0%	6%	0%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	14	3	11	-3	3	7	-2	0	0	7	3	0	-1	0	0	0	0	0	-1	7	2
SUPP		21%	79%	40%	60%	50%	61%	0%	1%	50%	29%	0%	5%	0%	0%	0%	0%	0%	4%	50%	39%
SK CRAFT	77	74	3	2	-2	32	-11	2	2	38	7	3	1	1	1	1	1	0	-1	45	11
WORKERS		96%	4%	93%	7%	42%	56%	3%	0%	49%	40%	4%	2%	1%	0%	1%	0%	0%	1%	58%	44%
SVC &	52	50	2	20	-20	20	0	0	-1	27	-2	2	0	1	1	0	0	2	1	32	0
MAINT		96%	4%	57%	43%	38%	38%	0%	1%	52%	55%	4%	4%	2%	0%	0%	0%	4%	2%	62%	62%
TOTAL	229	176	53	52	-52	114	-35	3	1	89	32	13	2	3	3	2	2	5	-2	115	35
		77%	23%	54%	46%	50%	65%	1%	1%	39%	25%	6%	5%	1%	0%	1%	0%	2%	3%	50%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

COMMUNITY DEVELOPMENT & INFRASTRUCTURE
PUBLIC WORKS DIVISION
EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN
2022-2024

PURPOSE

The Department of Public Works is responsible for the engineering, maintenance and construction of the County's roads, bikeways, sanitation and drainage facilities and solid waste disposal and recycling services. The department also administers the real property and surveyor programs and manages various Board-governed special districts and the construction of new County facilities.

Unanticipated limitations to the action plan arose in 2020-2021 as a result of the coronavirus pandemic, including:

- Pandemic-related safety guidelines/requirements for social distancing, avoiding group/event interactions, and minimizing staff interaction have limited the opportunities for participating in/holding job fairs, hiring student interns, conducting cross-training, job shadowing and training activities, etc.
- Resulting fiscal crisis resulted in countywide hiring priorities for hiring/promoting re-employment and placement (layoff) candidates and promotional candidates, which may limit or eliminate outreach opportunities to outside/female candidates.

The Cultural Competence Plan is developed and integrated within the overall organization to ensure efficient and appropriate customer service and to promote cultural competence and equal opportunity within the department. The plan includes measures related to Public Works Department standards and guidelines with a particular focus on the underutilization of women in non-traditional jobs.

Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Collaborate with Personnel to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups. Outreach efforts include attending appropriate, field-specific job fairs, and outreach to professional associations and student organizations for under-represented groups (e.g., offices of diversity and inclusion, women's resource centers, etc.) at area universities, colleges, and any appropriate trade schools.
- Enhance recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community-organizations and organizations providing employment-related services to persons with disabilities, such as Community Options, HOPE Services, and student disability resource centers at area universities, colleges, and any appropriate trade schools.
- Maintain complete records of all recruitment and outreach efforts including department participation in community events, service activities and other engagement with diverse groups.

Hiring Procedures for a Diverse Workforce

- Ensure that oral boards and screening committees reflect the diversity of candidate pools and participants receive implicit bias training during oral board/screening committee orientation to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Design and implement a reporting system to monitor and measure EEO/CC Plan outcomes consistently. Review EEO/CC Action Steps and meet with the EEO Officer annually to assess outcomes, identify both accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.
- Align and integrate the department's EEO/CC Plan with the department's Strategic Plan to promote equity and overall organizational health and development.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Regularly review Departmental Workforce Composition and Utilization Analysis data (as provided by the EEO Office) to identify and address any significant disparities between local available workforce demographics as compared to the department's demographic composition.
- Evaluate the need for bilingual employees regularly to provide effective and culturally aware customer service.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, to promote their professional advancement through identifying appropriate professional development and training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Disseminate EEO and harassment prevention policies and expectations consistently and provide opportunities for staff to discuss confidentially and during annual staff meetings.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to diverse constituents.
- Encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Train department leadership to recognize potential EEO/CC issues and take appropriate, proportionate preemptive and corrective action, when needed. Evaluate managers and supervisors during annual performance evaluations on their effectiveness in addressing EEO/CC issues.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues.

Cultural Competence Action Steps

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that all written communications to the public (e.g., informational materials, publications, mass-emails, and web content) use 12 point or larger font and employ accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.
- Provide important public materials and information in English and Spanish (and other languages, as needed), as well as through TTY/TDD as mandated by the Americans with Disabilities Act (ADA).

- Provide important public announcements in both Spanish and English and make translation services for other languages available, as needed, including for television/radio/online broadcasts, when feasible.
- Ensure accessibility of all County physical spaces and published materials for members of the public with disabilities. Screen all documents distributed electronically to ensure that they are accessible with screen reader software.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Encourage employees at all levels and require managers and supervisors to annually complete at least one SCCL course or other training related to nondiscrimination; establishing and enforcing a respectful workplace; communication styles and interpersonal skills; emotional intelligence; conflict management and resolution; generational differences; unconscious/implicit bias; workforce diversity and inclusion; cultural awareness and sensitivity in service delivery; or other subject matter relevant serving and working with populations with diverse backgrounds and experiences, including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, low-income residents, unhoused persons, students, and other local demographics.
- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate. Maintain internal records for all employees on any EEO/CC related classes they have complete outside of the SCCL system.

Ensuring Culturally Appropriate Delivery of Services

- Ensure that programs are delivered through approaches, processes, and formats which are widely accessible and best meet the needs of a diverse community including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, seniors, low-income residents, unhoused persons, students, and other underrepresented populations.
- Evaluate feedback continually to improve service delivery; respond to consumer needs; and identify barriers or service gaps.
- Evaluate and continually improve the collection of intersectional data, (including gender and other appropriate allowable demographic data as described in the Cultural Competency Appendix), to analyze how various demographics utilize department programs and services; and confirm that access is equitable across diverse populations.
- Review customer complaint responses and staff disputes to ensure that conflict resolution processes are culturally sensitive and equipped with the appropriate tools and resources needed to prevent or identify and resolve cross-cultural conflict between staff members or between members of the public and staff.

DEPARTMENT-SPECIFIC INFORMATION AND ACTION STEPS


- Continue to work with Personnel during the administrative review process to ensure equal employment opportunity in recruitment and hiring.

- The department will strive to improve the overall representation of women and people of color within the Service and Maintenance positions by 5% over the next two years by publicizing job announcements to career centers at regional colleges, universities, technical programs, professional organizations for women and people of color, and trade schools and programs, including the Santa Cruz County Career Technical Education Partnership [formerly, the Regional Occupational Program (ROP)].
- Continue involvement with the Community Action Board's ALCANCE program, Cabrillo College's Fast Track to Work program, and relevant vocational and trade schools by making annual presentations to program participants about Public Works careers. Provide participants in these programs with the opportunity to visit County Public Works facilities. Civil Engineers will also participate in a career day at a local high school at least once annually.
- The department will renew its commitment to engaging local students through offering an annual shadow program and establishing student worker positions, where feasible. Two engineering students at Cabrillo College, who were previously employed as student workers, were successfully hired on by the department into permanent positions after graduation. The department will invite local high school students to shadow a manager for a half-day on an annual basis, in conjunction with their participation in a local high school career day, in order to generate interest in Public Works careers among local youth.
- The department will review all job specifications to identify and eliminate barriers to employment. Monitor selection criteria used in filling vacancies in all classifications to assess any disparate impact on protected classes and ensure equity in hiring decisions.
- The department will design and implement Saturday workshops, where appropriate and practicable, to mentor current employees and transfer essential skills for professional development, promotion, and succession planning.
- The department will pursue the classification of apprentice positions for Apprentice Heavy Equipment Operator within the Roads Division, modeled after the Cashier position which has served as an apprenticeship to Heavy Equipment Operator and related duties. The current "COMET" program is rotational and open only to existing Cashiers to provide the opportunity for these employees (who are predominantly female) to advance into higher paying, non-traditional careers.
- The Public Works website (<https://www.dpw.co.santa-cruz.ca.us/>) will maintain a link to the County's job opportunities site.
- The department will continue collaboration with the local Industrial Technology Collaborative.
- The department will collaborate with community organizations, such as HOPE Services, Shoreline Workforce Development Services, ALCANCE, the Community Action Board (CAB), the Volunteer Center of Santa Cruz County, Valley Women's Club of San Lorenzo Valley, and Grey Bears, in order to recruit and convey job opportunities and career paths to historically underrepresented groups within the maintenance professions, the local available work force, and the department's workforce.

- The department will develop and maintain a consumer satisfaction survey on the department's website and in written format at the department's Ocean Street Offices. Evaluate feedback at regular intervals to identify areas in need of improvement.
- The department will make bilingual services available at the main office, Felton office, each Public Works facility, and on field crews to ensure delivery of services in accordance with customers' needs.
- The department will develop new written materials for use at presentations to women's professional and student organizations and high school students to encourage diverse applicant pools for non-traditional jobs.

**COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY
AND CULTURAL COMPETENCE**

The Department of Public Works is committed to the Board's goal of valuing and promoting diversity, equal employment opportunity and cultural diversity as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.

DocuSigned by:


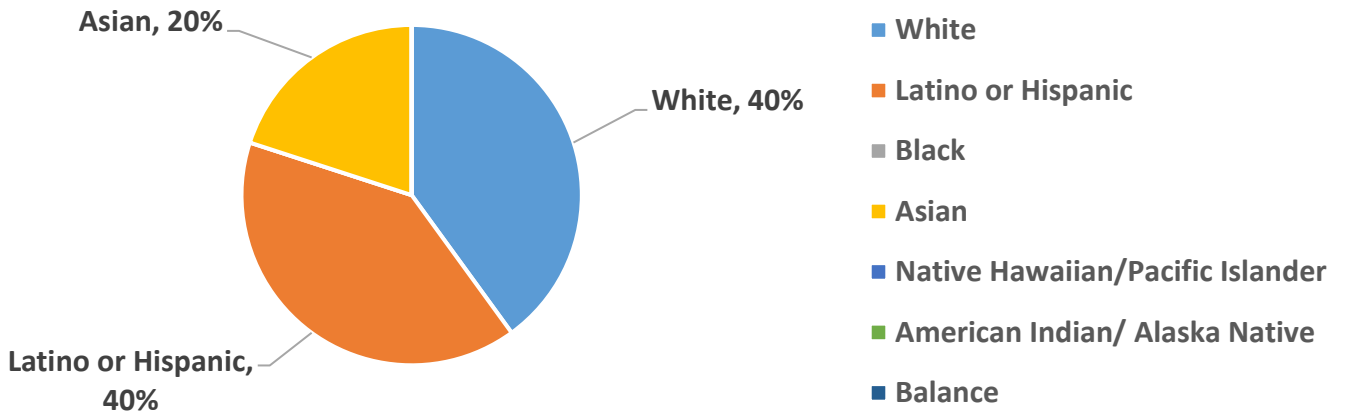
MATT MACHADO,
Deputy County Administrative Officer
Department of Public Works

7/11/2022

DATE

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County Clerk Workforce Percentage by Race – September 2022

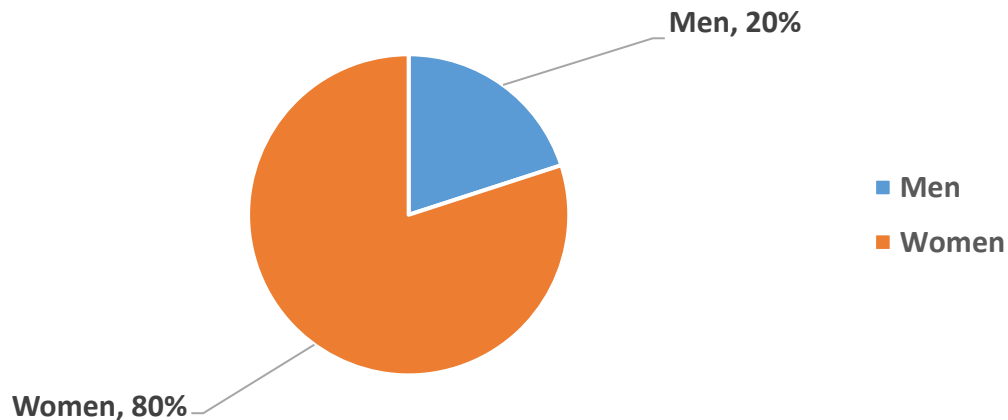


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	77% (10)	54% (7)	40% (4)
Black	0% (0)	0% (0)	0% (0)
Latino or Hispanic	23% (3)	38% (5)	40% (4)
Asian/Pacific Islander	0% (0)	8% (1)	N/A
*Asian	N/A	N/A	20% (2)
Native American	0% (0)	0% (0)	N/A
*American Indian/Alaska Native	N/A	N/A	0% (0)
*Native Hawaiian/Pacific Islander	N/A	N/A	0% (0)
*Balance	N/A	N/A	0% (0)
Women	85% (11)	69% (9)	80% (8)
Men	15% (2)	31% (4)	20% (2)
Total Employees	13	13	10

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS

Pay Period 20 Ending 9/30/2022

SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	1	0	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		0%	100%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ADMINS		0%	0%	56%	44%	0%	77%	0%	1%	0%	15%	0%	4%	0%	0%	0%	0%	0%	3%	0%	23%
PROF	1	1	0	1	-1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		100%	0%	46%	54%	100%	78%	0%	1%	0%	12%	0%	6%	0%	0%	0%	0%	0%	3%	0%	22%
TECH	4	0	4	-2	2	2	0	0	0	1	-1	1	1	0	0	0	0	0	0	2	0
		0%	100%	52%	48%	50%	51%	0%	1%	25%	41%	25%	4%	0%	0%	0%	0%	0%	3%	50%	49%
PROT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERV		0%	0%	84%	16%	0%	63%	0%	2%	0%	26%	0%	2%	0%	0%	0%	0%	0%	6%	0%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	4	1	3	-1	1	0	-2	0	0	3	2	1	1	0	0	0	0	0	0	4	2
SUPP		25%	75%	40%	60%	0%	61%	0%	1%	75%	29%	25%	5%	0%	0%	0%	0%	0%	4%	100%	39%
SK CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WORKERS		0%	0%	93%	7%	0%	56%	0%	0%	0%	40%	0%	2%	0%	0%	0%	0%	0%	1%	0%	44%
SVC &	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAINT		0%	0%	57%	43%	0%	38%	0%	1%	0%	55%	0%	4%	0%	0%	0%	0%	0%	2%	0%	62%
TOTAL	10	2	8	-3	3	4	-3	0	0	4	1	2	1	0	0	0	0	0	0	6	2
		20%	80%	54%	46%	40%	65%	0%	1%	40%	25%	20%	5%	0%	0%	0%	0%	0%	3%	60%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

COUNTY CLERK
EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN
2022- 2024

PURPOSE

The Office of the County Clerk is responsible for conducting elections held within and for the County of Santa Cruz, maintaining all databases utilized for election purposes, serving as the Commissioner of Marriages for the County, issuing marriage licenses, accepting applications for passports, and filing Fictitious Business Names, as well as assuming other legal filing duties set forth by statute.

Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Collaborate with Personnel to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups. Outreach efforts include attending appropriate, field-specific job fairs, and outreach to professional associations and student organizations for under-represented groups (e.g., offices of diversity and inclusion, women's resource centers, etc.) at area universities, colleges, and any appropriate trade schools.
- Enhance recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community-organizations and organizations providing employment-related services to persons with disabilities, such as Community Options, HOPE Services, and student disability resource centers at area universities, colleges, and any appropriate trade schools.
- Maintain complete records of all recruitment and outreach efforts including department participation in community events, service activities and other engagement with diverse groups.

Hiring Procedures for a Diverse Workforce

- Ensure that oral boards and screening committees reflect the diversity of candidate pools and participants receive implicit bias training during oral board/screening committee orientation to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Design and implement a reporting system to monitor and measure EEO/CC Plan outcomes consistently. Review EEO/CC Action Steps and meet with the EEO Officer annually to assess outcomes, identify both accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.
- Align and integrate the department's EEO/CC Plan with the department's Strategic Plan to promote equity and overall organizational health and development.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Regularly review Departmental Workforce Composition and Utilization Analysis data (as provided by the EEO Office) to identify and address any significant disparities between local available workforce demographics as compared to the department's demographic composition.

- Evaluate the need for bilingual employees regularly to provide effective and culturally aware customer service.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, to promote their professional advancement through identifying appropriate professional development and training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Disseminate EEO and harassment prevention policies and expectations consistently and provide opportunities for staff to discuss confidentially and during annual staff meetings.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to diverse constituents.
- Encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Train department leadership to recognize potential EEO/CC issues and take appropriate, proportionate preemptive and corrective action, when needed. Evaluate managers and supervisors during annual performance evaluations on their effectiveness in addressing EEO/CC issues.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues.

Cultural Competence Action Steps

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that all written communications to the public (e.g., informational materials, publications, mass-emails, and web content) use 12 point or larger font and employ accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.
- Provide important public materials and information in English and Spanish (and other languages, as needed), as well as through TTY/TDD as mandated by the Americans with Disabilities Act (ADA).
- Provide important public announcements in both Spanish and English and make translation services for other languages available, as needed, including for television/radio/online broadcasts, when feasible.
- Ensure accessibility of all County physical spaces and published materials for members of the public with disabilities. Screen all documents distributed electronically to ensure that they are accessible with screen reader software.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Encourage employees at all levels and require managers and supervisors to annually complete at least one SCCL course or other training related to nondiscrimination; establishing and enforcing a respectful workplace; communication styles and interpersonal skills;

emotional intelligence; conflict management and resolution; generational differences; unconscious/implicit bias; workforce diversity and inclusion; cultural awareness and sensitivity in service delivery; or other subject matter relevant serving and working with populations with diverse backgrounds and experiences, including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, low-income residents, unhoused persons, students, and other local demographics.

- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate. Maintain internal records for all employees on any EEO/CC related classes they have complete outside of the SCCL system.

Ensuring Culturally Appropriate Delivery of Services

- Ensure that programs are delivered through approaches, processes, and formats which are widely accessible and best meet the needs of a diverse community including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, seniors, low-income residents, unhoused persons, students, and other underrepresented populations.
- Evaluate feedback continually to improve service delivery; respond to consumer needs; and identify barriers or service gaps.
- Evaluate and continually improve the collection of intersectional data, (including gender and other appropriate allowable demographic data as described in the Cultural Competency Appendix), to analyze how various demographics utilize department programs and services; and confirm that access is equitable across diverse populations.
- Review customer complaint responses and staff disputes to ensure that conflict resolution processes are culturally sensitive and equipped with the appropriate tools and resources needed to prevent or identify and resolve cross-cultural conflict between staff members or between members of the public and staff.

DEPARTMENT-SPECIFIC INFORMATION AND ACTION STEPS

- The Department has thirteen permanent employees and experiences little employee turnover.
- Currently, the Department has six bilingual employees to ensure effective service delivery in the preferred language of clients (5 English/Spanish and 1 English/Mandarin Chinese/Cantonese).
- The Department continues to perform targeted outreach to local colleges and high schools to recruit temporary elections workers who are representative of the diversity of the local available workforce and to ensure a sufficient number of staff to service the community during election seasons. The Department will review EEO statistics on extra-help workers annually to monitor their outreach success.
- Continue to improve and locate the most accessible voting locations for voters with disabilities. Train all permanent and temporary workers on providing services to persons with disabilities, disability voting resources, and accessibility and inclusiveness issues.
- Collect, review, and respond to voter feedback regarding voting accessibility for every election.

- Maintain participation in student “Welcome Week” and “Move-in Weekend” at Cabrillo College and University of California Santa Cruz (UCSC) in the Fall to register voters and perform direct outreach for extra-help job opportunities.
- Visit local high schools throughout the County in January, April, and September to register new voters and deliver civic education.
- During elections, the office hires approximately 80 temporary employees. All temporary employees receive training in areas of customer service and implicit bias to equip them with the requisite awareness, cultural sensitivity, and skillsets to serve the needs of our diverse community. The Department also attempts to hire a sufficient amount of bilingual extra-help to assist limited-English voters. Targeted languages are Spanish and Chinese dialects, based on customer language needs.
- The office hires approximately 250 workers to staff the voting locations during each election and on Election Day. Mandatory election officer training includes a focus on providing sensitive, effective, and culturally appropriate services to voters with specific needs, such as voters with disabilities and voters who speak limited English. The Department strives to staff each location with at least one bilingual election officer to serve monolingual Spanish/limited-English voters.
- The County Clerk meets quarterly with the Voting Accessibility Advisory and Language Accessibility Advisory Committees and makes appropriate changes and improvements to services provided to the County’s diverse community based upon feedback received from these Committees.
- Important information provided on the Department’s websites – www.votescount.us and www.sccoclerk.us – is also available in Spanish. A translation tool is also available on the websites to translate materials into other languages.
- The Department maintains records of the number of bilingual election officers and extra-help EEO statistics.
- The County Clerk intends to resume Watsonville hours one Wednesday per month to better serve South County residents (service was temporarily stopped due to the public health orders in place during the Coronavirus pandemic). The South County location provides marriage licenses, performs weddings, registers notaries, and assists customers with obtaining other official documents or certifications. The appointment days are posted in advance on the Department’s website.
- The County Clerk will continue to provide information and materials to customers in both English and Spanish on the Department’s website and office locations. In addition, the most critical letters, applications, and other instructional documents provided to County voters are available in both English and Spanish, and Chinese and Tagalog voter guides are posted at all voting locations.
- Through the Department’s extensive voter outreach program, vote by mail ballots are personally delivered to residential care facilities, retirement homes and convalescent homes. Personal assistance is also provided to voters who need help marking their ballots. The Department provides an accessible voter information guide for voters who need an audio or large print format.

- All voting locations have at least two accessible voting booths as well as four accessible voting tablets, and considerable, consistent efforts have been made to improve access to these locations, including purchasing portable threshold ramps, improving the clarity and visibility of signage to direct voters to parking facilities and signify access for persons with disabilities, utilizing cones to retrofit parking to be van-accessible, and having assistive tools and resources available at voting locations, such as magnifying glasses and pen grips to enable independent voting. Curbside voting is available for those unable to access voting locations.
- Electronic Tablet voting, which allows voters with disabilities to vote independently and privately, is also available to all voters. Voters have a choice between paper and electronic voting.
- The Office maintains partnerships with community organizations, including the American Civil Liberties Union (ACLU), the County jail system, and Friends Outside, which serve traditionally underrepresented and underserved populations in the election process, including minorities and incarcerated and rehabilitating populations.
- Throughout the twenty-nine days prior to an election, the Watsonville City Clerk's Office offers early voting. To appropriately serve the large population of limited English voters in South County, the Department fully staffs the South County Office with bilingual election officials.
- The County Clerk's Office offers extended voting hours at five voting locations starting 10 days before each election, at a minimum of 13 additional voting locations four days before each election, operates the VoteMobile for mobile voting throughout the County and currently maintains seventeen drop boxes located throughout the County for vote by mail ballots with plans to add more ballot drop boxes in the future.
- The Passport, Licenses, and Fictitious Business divisions include bilingual (English/Spanish) staff to provide efficient service to Spanish/limited-English speaking County residents.
- "Passport Saturdays" are held four to five times per year at the County Government Building to promote accessibility of services for all County constituents, particularly County residents who cannot take time off of work or school and/or have limited access to transportation during normal business hours. (This service is temporarily stopped due to the public health guidelines in response to the Coronavirus pandemic and will resume as soon as allowable.)

**COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY
AND CULTURAL COMPETENCE**

The Office of the County Clerk is committed to the Board's goal of promoting diversity and inclusion, equal employment opportunity and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.

Tricia Webber

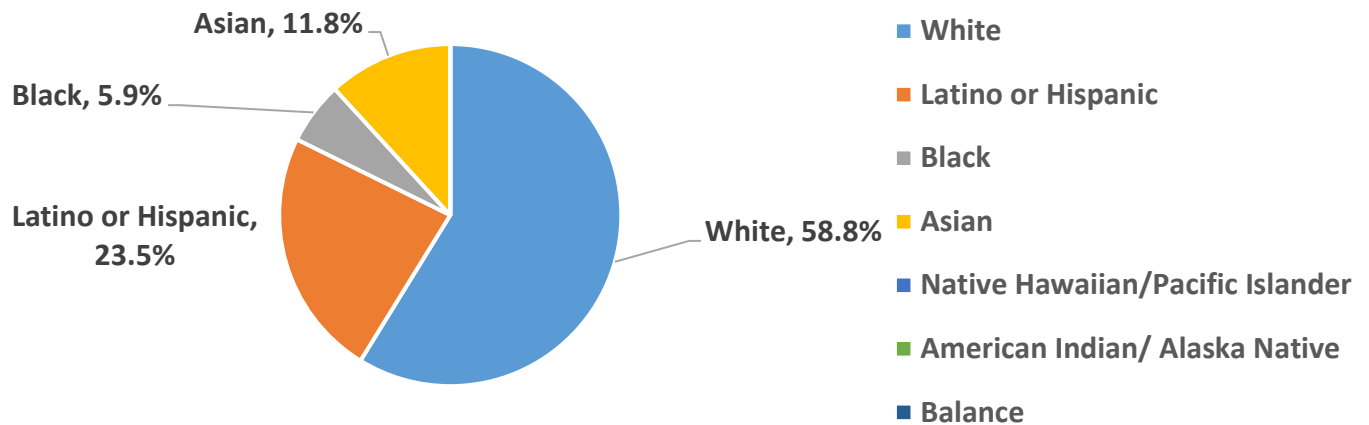
TRICIA WEBBER, County Clerk

12/31/2021

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County Counsel

Workforce Percentage by Race - September 2022

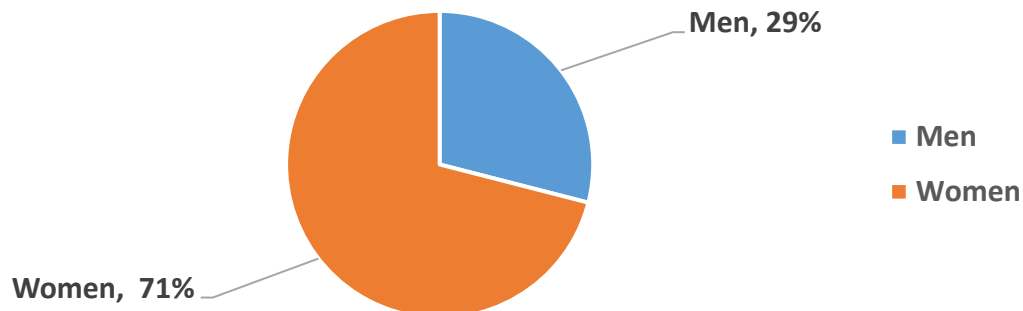


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	71% (12)	67% (12)	59% (10)
Black	0% (0)	0% (0)	6% (1)
Latino or Hispanic	18% (3)	22% (4)	24% (4)
Asian/Pacific Islander	12% (2)	11% (2)	N/A
*Asian	N/A	N/A	12% (2)
Native American	0% (0)	0% (0)	N/A
*American Indian/Alaska Native	N/A	N/A	0% (0)
*Native Hawaiian/Pacific Islander	N/A	N/A	0% (0)
*Balance	N/A	N/A	0% (0)
Women	76% (13)	78% (14)	71% (12)
Men	24% (4)	22% (4)	29% (5)
Total Employees	17	18	17

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



COUNTY OF SANTA CRUZ
COUNTY COUNSEL
WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS
SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	2	1	1	0	0	1	-1	0	0	1	1	0	0	0	0	0	0	0	0	1	1
ADMINS		50%	50%	56%	44%	50%	77%	0%	1%	50%	15%	0%	4%	0%	0%	0%	0%	0%	3%	50%	23%
PROF	9	4	5	0	0	7	0	0	0	1	0	1	0	0	0	0	0	0	0	2	0
		44%	56%	46%	54%	78%	78%	0%	1%	11%	12%	11%	6%	0%	0%	0%	0%	0%	3%	22%	22%
TECH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0%	0%	52%	48%	0%	51%	0%	1%	0%	41%	0%	4%	0%	0%	0%	0%	0%	3%	0%	49%
PROT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERV		0%	0%	84%	16%	0%	63%	0%	2%	0%	26%	0%	2%	0%	0%	0%	0%	0%	6%	0%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	6	0	6	-2	2	2	-2	1	1	2	0	1	1	0	0	0	0	0	0	4	2
SUPP		0%	100%	40%	60%	33%	61%	17%	1%	33%	29%	17%	5%	0%	0%	0%	0%	0%	4%	67%	39%
SK CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WORKERS		0%	0%	93%	7%	0%	56%	0%	0%	0%	40%	0%	2%	0%	0%	0%	0%	0%	1%	0%	44%
SVC &	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAINT		0%	0%	57%	43%	0%	38%	0%	1%	0%	55%	0%	4%	0%	0%	0%	0%	0%	2%	0%	62%
TOTAL	17	5	12	-4	4	10	-1	1	1	4	0	2	1	0	0	0	0	0	-1	7	1
		29%	71%	54%	46%	59%	65%	6%	1%	24%	25%	12%	5%	0%	0%	0%	0%	0%	3%	41%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

COUNTY COUNSEL EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN 2022-2024

PURPOSE

The County Counsel serves as the Civil Legal Officer for the County of Santa Cruz. The Office of the County Counsel provides legal representation, advice, and defense to the County, the Board of Supervisors, County Elected Officials, County employees, and County Commissions and Boards involving civil legal matters. The Office also provides general civil litigation services for the County and general legal services to a number of independent special districts and local agencies, such as the Santa Cruz County Sanitation District, the 911 Emergency Communications Center JPA, and the Library Finance JPA.

Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Collaborate with Personnel to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups, including outreach efforts to women and minority professional organizations, bar associations and coalitions, such as La Raza, the Asian American Bar Association of the Greater Bay Area, the Minority Bar Coalition and Women Lawyers of Santa Cruz County.
- Collaborate with Personnel to enhance recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community-organizations and organizations providing employment-related services to persons with disabilities.
- Maintain complete records of all recruitment and outreach efforts, including department participation in community events, service activities, participation in events at local universities and law schools, such as Public Interest/Government Law job fairs, and other engagement with diverse groups.

EEO/CC Plan Evaluation

- Meet with the EEO Officer annually to assess outcomes, identify accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Evaluate the need for bilingual employees regularly to provide effective and culturally-aware customer service.
- Promote diversity by mentoring and assisting all employees, including those belonging to traditionally under-represented groups, to promote their professional advancement by identifying appropriate professional development, supporting training opportunities, and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.

- Disseminate EEO and harassment prevention policies and expectations and provide opportunities for staff to discuss confidentially with supervisors, during 1-1 check-ins, and/or staff meetings.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to departments and other clients.
- Encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Train department leadership to recognize potential EEO/CC issues and take appropriate, proportionate preemptive and corrective action, when needed.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues.

CULTURAL COMPETENCE ACTION STEPS

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate.

Ensuring Culturally Appropriate Delivery of Services

- Evaluate feedback continually to improve service delivery to departments and county staff; respond to client needs; and identify barriers or service gaps.
- Review staff disputes to ensure that conflict resolution processes are culturally sensitive and equipped with the appropriate tools and resources needed to prevent or identify and resolve cross-cultural conflict between staff members.

DEPARTMENT-SPECIFIC INFORMATION AND ACTION STEPS

- The Office of the County Counsel will maintain positive relationships with a diverse range of local professional legal organizations and related groups interested in government service to ensure that a broad representation of the legal community is well-informed about County job opportunities.
- The Office will consider utilizing law clerk and intern opportunities as a mechanism for attracting diverse candidates for future vacancies.
- Budget permitting, the Office will participate in the Bay Area Minority Clerkship program, to provide a paid summer internship to a candidate from an under-represented group.
- In addition to completing required County training, department staff will complete mandatory continuing education for California Bar Licensure as required. Elimination of bias remains a required component of continuing education coursework for all active California attorneys.
- When County Counsel attorneys advise the Board of Supervisors and/or County commissions in public settings, they will articulate their explanations of complex legal concepts in a manner that is cognizant of and tailored to their audience. County Counsel

attorneys will make every effort to accurately and clearly inform and educate the Board, commissions, and the public on legal issues facing the County in a manner that assists the public to understand and meaningfully participate in government processes.

- County Counsel currently employs one designated bilingual staff (English/Spanish) and several other bilingual/multi-lingual employees in undesignated positions who can provide additional basic, limited, non-legal translation and customer support, if needed, to limited-English speaking persons, and/or refer these individuals to appropriate county departments and/or community-based organizations for further assistance.

**COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY
AND CULTURAL COMPETENCE**

The Office of the County Counsel is committed to the Board’s goal of valuing and promoting diversity, equal employment opportunity, and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.

DocuSigned by:

Jason Heath

7/17/2022

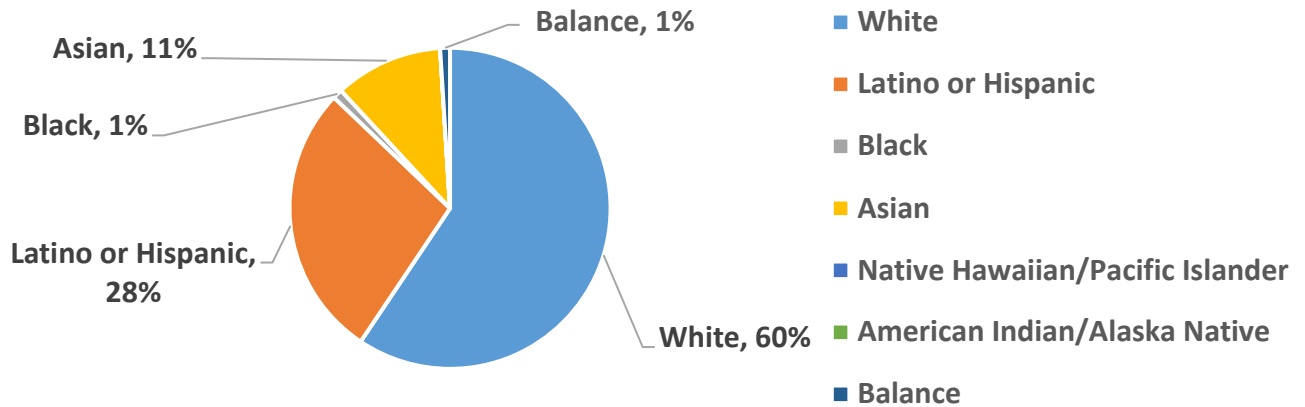
JASON M. HEATH, County Counsel

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District Attorney

Workforce Percentage by Race – September 2022

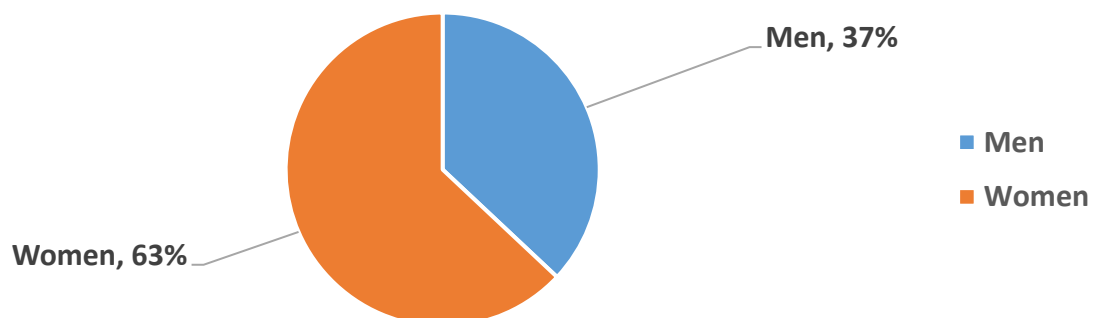


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	66% (55)	65% (54)	60% (58)
Black	4% (3)	2% (2)	1% (1)
Latino or Hispanic	27% (22)	24% (20)	28% (27)
Asian/Pacific Islander	4% (3)	8% (7)	N/A
*Asian	N/A	N/A	10% (10)
Native American	0% (0)	0% (0)	N/A
*American Indian/Alaska Native	N/A	N/A	0% (0)
*Native Hawaiian/Pacific Islander	N/A	N/A	0% (0)
*Balance	N/A	N/A	1% (1)
Women	59% (49)	57% (47)	63% (61)
Men	41% (34)	43% (36)	37% (36)
Total Employees	83	83	97

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	1	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		100%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	2	1	1	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ADMINS		50%	50%	56%	44%	100%	77%	0%	1%	0%	15%	0%	4%	0%	0%	0%	0%	0%	3%	0%	23%
PROF	40	20	20	2	-2	26	-5	1	1	6	1	7	5	0	0	0	0	0	-1	14	5
		50%	50%	46%	54%	65%	78%	3%	1%	15%	12%	18%	6%	0%	0%	0%	0%	0%	3%	35%	22%
TECH	8	1	7	-3	3	4	0	0	0	3	0	1	1	0	0	0	0	0	0	4	0
		13%	88%	52%	48%	50%	51%	0%	1%	38%	41%	13%	4%	0%	0%	0%	0%	0%	3%	50%	49%
PROT	16	13	3	0	0	9	-1	0	0	6	2	1	1	0	0	0	0	0	-1	7	1
SERV		81%	19%	84%	16%	56%	63%	0%	2%	38%	26%	6%	2%	0%	0%	0%	0%	0%	6%	44%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	30	0	30	-12	12	16	-2	0	0	12	3	1	-1	0	0	0	0	1	0	14	2
SUPP		0%	100%	40%	60%	53%	61%	0%	1%	40%	29%	3%	5%	0%	0%	0%	0%	3%	4%	47%	39%
SK CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WORKERS		0%	0%	93%	7%	0%	56%	0%	0%	0%	40%	0%	2%	0%	0%	0%	0%	0%	1%	0%	44%
SVC &	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAINT		0%	0%	57%	43%	0%	38%	0%	1%	0%	55%	0%	4%	0%	0%	0%	0%	0%	2%	0%	62%
TOTAL	97	36	61	-16	16	58	-5	1	0	27	3	10	5	0	0	0	0	1	-2	39	5
		37%	63%	54%	46%	60%	65%	1%	1%	28%	25%	10%	5%	0%	0%	0%	0%	1%	3%	40%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

**DISTRICT ATTORNEY
EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN
2022-2024**

PURPOSE

The District Attorney is designated by law as the public prosecutor responsible for attending the courts and conducting on behalf of the People all prosecutions for public offenses (Government Code Section 26500). The Office of the District Attorney is organized into three divisions: Criminal Prosecutions, Administration, and the Bureau of Investigations. The Criminal Prosecutions Division includes the Sexual Assault, Misdemeanor, Consumer and Environmental Protection, Fraud, Family Protection, General Felonies, Filing, Juvenile, Drug and Gang Units, as well as the Public Administrator function. The Administration Division includes all administrative and fiscal services of the Department, the Victim Witness Assistance Program, and courtroom-related support. The Bureau of Investigations is staffed by Peace Officers as defined by Section 830.1 of the California Penal Code whose core function is to assist with the investigation and preparation of cases for trial.

The Office's mission is: *"To promote and ensure public safety through ethical and just prosecution."*

The department experienced significant challenges in achieving many of the action steps and plans delineated below during 2020 as a result of the COVID-19 pandemic, CZU Lightning Wildfire, national civil unrest and in managing a more remote workforce. Then in 2021 the department experienced additional challenges on top of the continued pandemic: pivoting to and managing a new hybrid remote work module, the gradual increase in trial activity and necessary related support activities, and difficulty recruiting for critical positions, while still trying to promote a more diverse and inclusive workforce.

Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Collaborate with Personnel to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups. Outreach efforts include attending appropriate, field-specific job fairs, and outreach to professional associations and student organizations for under-represented groups (e.g., offices of diversity and inclusion, women's resource centers, etc.) at area universities, colleges, and any appropriate trade schools.
- Enhance recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community-organizations and organizations providing employment-related services to persons with disabilities, such as Community Options, HOPE Services, and student disability resource centers at area universities, colleges, and any appropriate trade schools.
- Maintain complete records of all recruitment and outreach efforts including department participation in community events, service activities and other engagement with diverse groups.

Hiring Procedures for a Diverse Workforce

- Ensure that oral boards and screening committees reflect the diversity of candidate pools

and participants receive implicit bias training during oral board/screening committee orientation to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Design and implement a reporting system to monitor and measure EEO/CC Plan outcomes consistently. Review EEO/CC Action Steps and meet with the EEO Officer annually to assess outcomes, identify both accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.
- Align and integrate the department's EEO/CC Plan with the department's Strategic Plan to promote equity and overall organizational health and development.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Regularly review Departmental Workforce Composition and Utilization Analysis data (as provided by the EEO Office) to identify and address any significant disparities between local available workforce demographics as compared to the department's demographic composition.
- Evaluate the need for bilingual employees regularly to provide effective and culturally aware customer service.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, to promote their professional advancement through identifying appropriate professional development and training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Disseminate EEO and harassment prevention policies and expectations consistently and provide opportunities for staff to discuss confidentially and during annual staff meetings.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to diverse constituents.
- Encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Train department leadership to recognize potential EEO/CC issues and take appropriate, proportionate preemptive and corrective action, when needed. Evaluate managers and supervisors during annual performance evaluations on their effectiveness in addressing EEO/CC issues.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues.

Cultural Competence Action Steps

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that all written communications to the public (e.g., informational materials, publications, mass-emails, and web content) use 12 point or larger font and employ

accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.

- Provide important public materials and information (such as materials on topics like hate crimes and domestic violence) in English and Spanish (and other languages, as needed), as well as through TTY/TDD as mandated by the Americans with Disabilities Act (ADA).
- Provide important public announcements in both Spanish and English and make translation services for other languages available, as needed, including for television/radio/online broadcasts, when feasible.
- Ensure accessibility of all County physical spaces and published materials for members of the public with disabilities. Screen all documents distributed electronically to ensure that they are accessible with screen reader software.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Encourage employees at all levels and require managers and supervisors to annually complete at least one SCCL course or other training related to nondiscrimination; establishing and enforcing a respectful workplace; communication styles and interpersonal skills; emotional intelligence; conflict management and resolution; generational differences; unconscious/implicit bias; workforce diversity and inclusion; cultural awareness and sensitivity in service delivery; or other subject matter relevant serving and working with populations with diverse backgrounds and experiences, including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, low-income residents, unhoused persons, students, and other local demographics.
- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate. Maintain internal records for all employees on any EEO/CC related classes they have complete outside of the SCCL system.

Ensuring Culturally Appropriate Delivery of Services

- Ensure that programs are delivered through approaches, processes, and formats which are widely accessible and best meet the needs of a diverse community including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, seniors, low-income residents, unhoused persons, students, and other underrepresented populations.
- Evaluate feedback continually to improve service delivery; respond to consumer needs; and identify barriers or service gaps.
- Evaluate and continually improve the collection of intersectional data, (including gender and other appropriate allowable demographic data as described in the Cultural Competency Appendix), to analyze how various demographics utilize department programs and services; and confirm that access is equitable across diverse populations.
- Review customer complaint responses and staff disputes to ensure that conflict resolution processes are culturally sensitive and equipped with the appropriate tools and resources

needed to prevent or identify and resolve cross-cultural conflict between staff members or between members of the public and staff.

DEPARTMENT-SPECIFIC INFORMATION AND ACTION STEPS

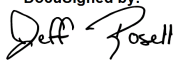
- Participate in at least one Diversity Career Fair at a local law school annually to attract diverse law students interested in working with the Office.
- Attend On-Campus Interviews (OCI), Alumni Career Fairs, and Public Interest Law Fairs at local law schools to recruit qualified candidates.
- Continue to participate in mock trial programs at local law schools to provide students with direct exposure to District Attorney careers.
- Collaborate with the Santa Cruz County Career Technical Education Partnership, Cabrillo College, UCSC, CUSMB, Santa Clara University, Stanford University, Monterey Peninsula College, and Hastings Law School, with the assistance and support of the Personnel Department to establish connections with professors and students enrolled in criminal justice and legal coursework as a strategy for increasing exposure to and interest in District Attorney careers among local students.
- Utilize the "State Bar Certified Student" classification to attract potential law student and post-bar exam candidates.
- Utilize student internships, paid law clerkships, and extra-help positions to recruit a workforce which reflects the diversity of our community.
- The Office's website offers bilingual materials an information and maintains a link to the County Personnel Department job opportunities website and the volunteer information website.
- The Office previously received and used a grant to improve online accessibility and service to victims of crime and persons with disabilities.
- Attorney staff participate in ongoing mandatory training (MCLE) which among other topics includes the areas of cultural competence and the elimination of bias in the legal profession.
- Currently, there are 26 bilingual (English/Spanish) employees in the District Attorney's Office to provide services to the significant limited-English and monolingual Spanish-speaking client base.
- Statistics produced by County Personnel as of December 2021 indicate that the departmental workforce at that time was predominantly made up of three EEOC categories: White (60%), Latino/Hispanic (26%) and Asian (11%). In addition, the workforce percentage by gender was: Women (64%) and Men (36%)
- Utilize local Spanish-language media (including television and radio when possible) to increase awareness of the Office's services and programs in the Spanish-speaking community.
- The DA's Office currently has bilingual employees in various positions andat different organizational levels, including attorneys, victim advocates, inspectors, and support staff which enables the Office to communicate effectively with limited English-speaking

witnesses and other community members and stakeholders.

- The Office maintains a Watsonville branch to ensure that services are easily accessible to the significant Watsonville/South County population, in coordination with the services provided by the State Courts.
- The Office coordinates with local organizations, such as the Walnut Avenue Women's Center and Women's Crisis Support/Monarch Services, to ensure culturally sensitive outreach and services to domestic abuse victims and others with special needs, including veterans, juveniles, persons with disabilities, and seniors. The Office manages a multi-disciplinary child interview center equipped with qualified professionals who provide trauma-informed services to youth.

**COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY AND
CULTURAL COMPETENCE**

Regardless of the many challenges the department and County have faced over the last year, the Office of the District Attorney remains committed to the Board's goal of valuing and promoting diversity, equal employment opportunity and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.

DocuSigned by:


JEFFREY S. ROSELL, District Attorney

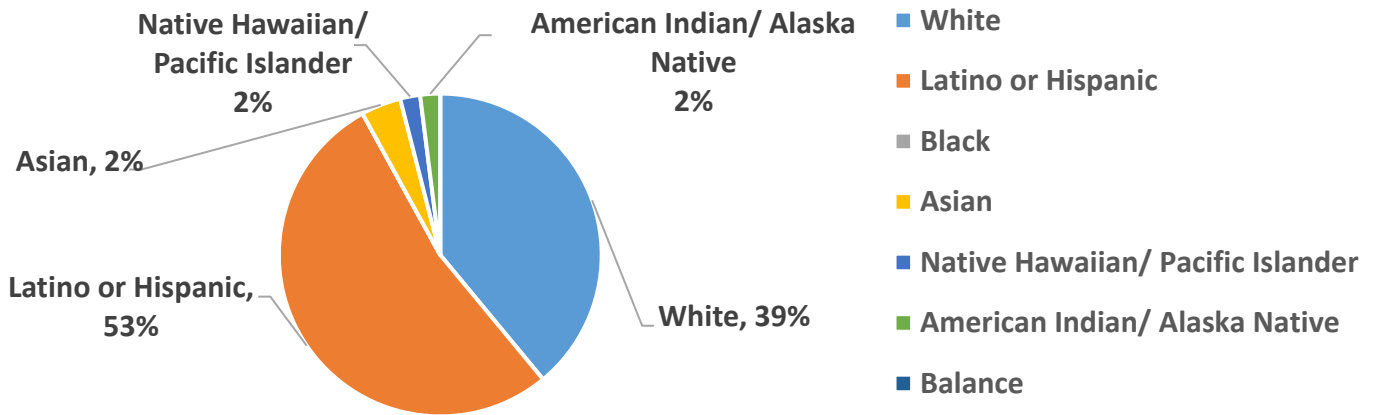
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General Services

Workforce Percentage by Race – September 2022

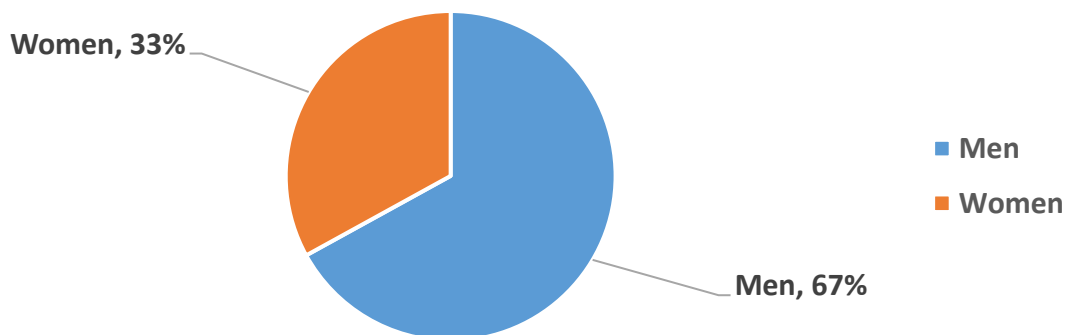


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	66% (41)	57% (31)	39% (20)
Black	3% (2)	2% (1)	0% (0)
Latino or Hispanic	26% (16)	35% (19)	53% (27)
Asian/Pacific Islander	2% (1)	2% (1)	N/A
*Asian	N/A	N/A	4% (2)
Native American	3% (2)	4% (2)	N/A
*American Indian/ Alaska Native	N/A	N/A	2% (1)
*Native Hawaiian/Pacific Islander	N/A	N/A	2% (1)
*Balance	N/A	N/A	0% (0)
Women	27% (17)	33% (18)	33% (17)
Men	73% (45)	67% (36)	67% (34)
Total Employees	62	54	51

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



GENERAL SERVICES

WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS

Pay Period 20 Ending 9/30/2022

SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	2	2	0	1	-1	1	-1	0	0	1	1	0	0	0	0	0	0	0	0	1	1
ADMINS		100%	0%	56%	44%	50%	77%	0%	1%	50%	15%	0%	4%	0%	0%	0%	0%	0%	3%	50%	23%
PROF	2	1	1	0	0	0	-2	0	0	2	2	0	0	0	0	0	0	0	0	2	2
		50%	50%	46%	54%	0%	78%	0%	1%	100%	12%	0%	6%	0%	0%	0%	0%	0%	3%	100%	22%
TECH	5	0	5	-3	3	3	0	0	0	0	-2	1	1	1	1	0	0	0	0	2	0
		0%	100%	52%	48%	60%	51%	0%	1%	0%	41%	20%	4%	20%	0%	0%	0%	0%	3%	40%	49%
PROT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERV		0%	0%	84%	16%	0%	63%	0%	2%	0%	26%	0%	2%	0%	0%	0%	0%	0%	6%	0%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	2	0	2	-1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
SUPP		0%	100%	40%	60%	50%	61%	0%	1%	50%	29%	0%	5%	0%	0%	0%	0%	0%	4%	50%	39%
SK CRAFT	13	12	1	0	0	9	2	0	0	3	-2	0	0	0	0	1	1	0	0	4	-2
WORKERS		92%	8%	93%	7%	69%	56%	0%	0%	23%	40%	0%	2%	0%	0%	8%	0%	0%	1%	31%	44%
SVC &	27	19	8	4	-4	6	-4	0	0	20	5	1	0	0	0	0	0	0	-1	21	4
MAINT		70%	30%	57%	43%	22%	38%	0%	1%	74%	55%	4%	4%	0%	0%	0%	0%	0%	2%	78%	62%
TOTAL	51	34	17	6	-6	20	-13	0	-1	27	14	2	-1	1	1	1	1	0	-2	31	13
		67%	33%	54%	46%	39%	65%	0%	1%	53%	25%	4%	5%	2%	0%	2%	0%	0%	3%	61%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

**GENERAL SERVICES
EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN
2022-2024**

PURPOSE

The General Services Department (GSD) provides a wide range of services to other County departments, including facilities maintenance, construction management, fleet services and purchasing services and provides administrative support to the County Fire Department. General Services also works with County departments on energy efficiency and energy conservation projects and practices.

GSD is critical to ensuring the County's compliance with *Americans with Disabilities Act* (ADA) infrastructure accessibility requirements. The Department handles all accessibility retrofits and upgrades at County facilities, including restroom remodels, counter lowering and installation of wheelchair ramps.

Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Collaborate with Personnel to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups. Outreach efforts include attending appropriate, field-specific job fairs, and outreach to professional associations and student organizations for under-represented groups (e.g., offices of diversity and inclusion, women's resource centers, etc.) at area universities, colleges, and any appropriate trade schools.
- Enhance recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community-organizations and organizations providing employment-related services to persons with disabilities, such as Community Options, HOPE Services, and student disability resource centers at area universities, colleges, and any appropriate trade schools.
- Maintain complete records of all recruitment and outreach efforts including department participation in community events, service activities and other engagement with diverse groups.

Hiring Procedures for a Diverse Workforce

- Ensure that oral boards and screening committees reflect the diversity of candidate pools and participants receive implicit bias training during oral board/screening committee orientation to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Design and implement a reporting system to monitor and measure EEO/CC Plan outcomes consistently. Review EEO/CC Action Steps and meet with the EEO Officer annually to assess outcomes, identify both accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.
- Align and integrate the department's EEO/CC Plan with the department's Strategic Plan to promote equity and overall organizational health and development.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Regularly review Departmental Workforce Composition and Utilization Analysis data (as provided by the EEO Office) to identify and address any significant disparities between local available workforce demographics as compared to the department's demographic composition.
- Evaluate the need for bilingual employees regularly to provide effective and culturally-aware customer service.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, to promote their professional advancement through identifying appropriate professional development and training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Disseminate EEO and harassment prevention policies and expectations consistently and provide opportunities for staff to discuss confidentially and during annual staff meetings.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to diverse constituents.
- Encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Train department leadership to recognize potential EEO/CC issues and take appropriate, proportionate preemptive and corrective action, when needed. Evaluate managers and supervisors during annual performance evaluations on their effectiveness in addressing EEO/CC issues.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues.

Cultural Competence Action Steps

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that all written communications to the public (e.g., informational materials, publications, mass-emails and web content) use 12 point or larger font and employ accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.
- Provide important public materials and information in English and Spanish (and other languages, as needed), as well as through TTY/TDD as mandated by the Americans with Disabilities Act (ADA).
- Provide important public announcements in both Spanish and English and make translation services for other languages available, as needed, including for television/radio/online broadcasts, when feasible.
- Ensure accessibility of all County physical spaces and published materials for members of the public with disabilities. Screen all documents distributed electronically to ensure that they are accessible with screen reader software.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Encourage employees at all levels and require managers and supervisors to annually complete at least one SCCL course or other training related to nondiscrimination; establishing and enforcing a respectful workplace; communication styles and interpersonal skills; emotional intelligence; conflict management and resolution; generational differences; unconscious/implicit bias; workforce diversity and inclusion; cultural awareness and sensitivity in service delivery; or other subject matter relevant serving and working with populations with diverse backgrounds and experiences, including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, low-income residents, unhoused persons, students, and other local demographics.
- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate. Maintain internal records for all employees on any EEO/CC related classes they have complete outside of the SCCL system.

Ensuring Culturally Appropriate Delivery of Services

- Ensure that programs are delivered through approaches, processes, and formats which are widely accessible and best meet the needs of a diverse community including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, seniors, low-income residents, unhoused persons, students, and other underrepresented populations.
- Evaluate feedback continually to improve service delivery; respond to consumer needs; and identify barriers or service gaps;
- Evaluate and continually improve the collection of intersectional data, (including gender and other appropriate allowable demographic data as described in the Cultural Competency Appendix), to analyze how various demographics utilize department programs and services; and confirm that access is equitable across diverse populations.
- Review customer complaint responses and staff disputes to ensure that conflict resolution processes are culturally sensitive and equipped with the appropriate tools and resources needed to prevent or identify and resolve cross-cultural conflict between staff members or between members of the public and staff.

DEPARTMENT-SPECIFIC INFORMATION AND ACTION STEPS

- Continue working with Cabrillo College and the ALCANCE apprenticeship programs to encourage a broad representation of applicants including women and people with disabilities for historically non-traditional positions.
- Perform targeted outreach to local trade schools and organizations, such as Watsonville's Center for Employment Training, which offers programs in custodial services and construction, and the Community Action Board of Santa Cruz County's (CAB) Women Ventures Project (WVP), which provides training and placement assistance to low-income

women interested in non-traditional occupations (NTO's) in the building and construction trades, transportation, and public safety fields.

- Continue to make ADA accessibility improvements to County facilities and ensure Title II compliance, including installing ADA compliant automatic doors, pull stations, counters, and pathways. Assist as needed with one-on-one personal ergonomic assessments for all County employees and perform assessments for those employees returning from a leave of absence to ensure a safe, healthy, and accessible work environment and minimize the risk of injury.
- Provide job opportunity information to the local County Office of Education and Regional Occupational Program (ROP). Attend at least one field-specific course annually through ROP to expose local students to the wide range of employment opportunities in the areas of facility maintenance, construction, project management, and fleet maintenance and mechanics.
- Offer internship and student worker opportunities where practicable in the Purchasing, Fleet Services and Administration divisions.
- Solicit diverse businesses for procurements and contract awards to ensure diversity in the application pool for contractors and database for vendors.
- Ensure that employees without computer access are able to participate in compliance trainings online or in-person when required.
- Provide the General Services Internal and External Customer Service Plan to all department employees upon hire and make the plan accessible for current employees.
- As part of the FY 2021-22 budget, the Office of Emergency Services was transferred to the County Administrative Office. General Services staff work with the CAO's office to ensure updates are made to the website as needed and that disaster information is provided in both English and Spanish.

**COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY
AND CULTURAL COMPETENCE**

The General Services Department is committed to the Board's goal of valuing and promoting diversity, equal employment opportunity and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.



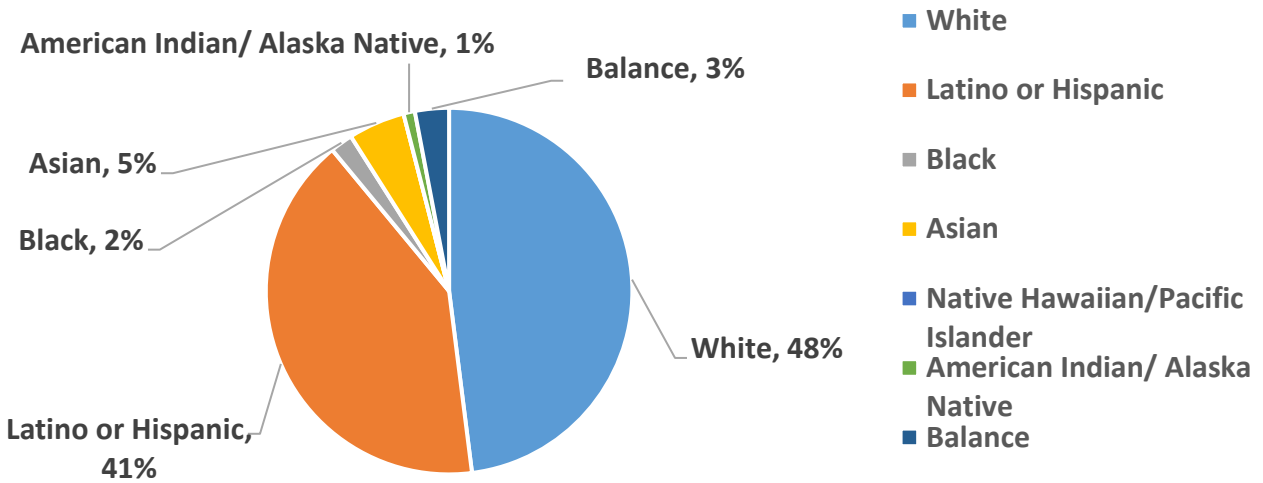
MICHAEL BEATON, Director of General Services

7-11-22

DATE

Health Services Agency

Workforce Percentage by Race – September 2022

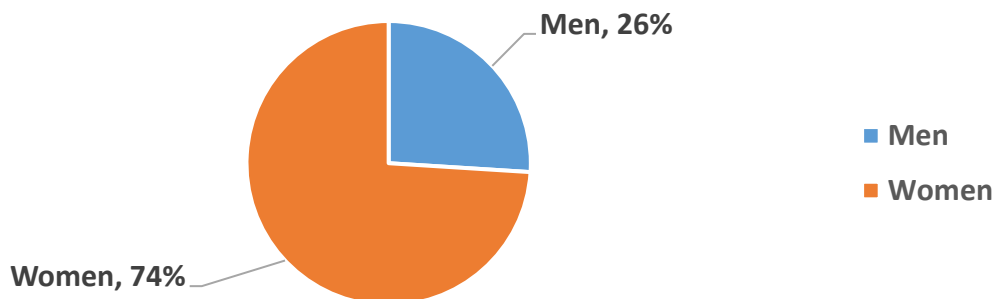


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	65% (326)	60% (263)	48% (277)
Black	1% (6)	1% (4)	2% (11)
Latino or Hispanic	29% (145)	33% (146)	41% (237)
Asian/Pacific Islander	4% (20)	5% (21)	N/A
*Asian	N/A	N/A	5% (31)
Native American	1% (6)	1% (5)	N/A
*American Indian/Alaska Native	N/A	N/A	1% (4)
*Native Hawaiian/Pacific Islander	N/A	N/A	0% (1)
*Balance	N/A	N/A	3% (17)
Women	71% (357)	74% (324)	74% (429)
Men	29% (146)	26% (115)	26% (149)
Total Employees	503	439	578

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



COUNTY OF SANTA CRUZ
HEALTH SERVICES AGENCY
WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS
SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	16	2	14	-7	7	9	-3	0	0	3	1	2	1	0	0	0	0	2	2	7	3
ADMINS		13%	88%	56%	44%	56%	77%	0%	1%	19%	15%	13%	4%	0%	0%	0%	0%	13%	3%	44%	23%
PROF	384	118	266	-59	59	222	-78	8	4	118	72	22	-1	2	2	1	1	11	-1	162	78
		31%	69%	46%	54%	58%	78%	2%	1%	31%	12%	6%	6%	1%	0%	0%	0%	3%	3%	42%	22%
TECH	107	18	89	-38	38	28	-27	0	-1	71	27	4	0	2	2	0	0	2	-1	79	27
		17%	83%	52%	48%	26%	51%	0%	1%	66%	41%	4%	4%	2%	0%	0%	0%	2%	3%	74%	49%
PROT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERV		0%	0%	84%	16%	0%	63%	0%	2%	0%	26%	0%	2%	0%	0%	0%	0%	0%	6%	0%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	67	10	57	-17	17	18	-23	2	1	42	23	3	0	0	0	0	0	2	-1	49	23
SUPP		15%	85%	40%	60%	27%	61%	3%	1%	63%	29%	4%	5%	0%	0%	0%	0%	3%	4%	73%	39%
SK CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WORKERS		0%	0%	93%	7%	0%	56%	0%	0%	0%	40%	0%	2%	0%	0%	0%	0%	0%	1%	0%	44%
SVC &	4	1	3	-1	1	0	-2	1	1	3	1	0	0	0	0	0	0	0	0	4	2
MAINT		25%	75%	57%	43%	0%	38%	25%	1%	75%	55%	0%	4%	0%	0%	0%	0%	0%	2%	100%	62%
TOTAL	578	149	429	-163	163	277	-99	11	5	237	92	31	2	4	4	1	1	17	0	301	99
		26%	74%	54%	46%	48%	65%	2%	1%	41%	25%	5%	5%	1%	0%	0%	0%	3%	3%	52%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

HEALTH SERVICES AGENCY EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN 2022-2024

PURPOSE

State and Federal law mandates that the County provide a variety of health services to its residents, including mental and behavioral health, substance abuse, indigent care, health center services, public health, environmental health, emergency medical services, and health planning. The Health Services Agency is charged with implementing this mandate. The Health Services Agency (HSA) exists to protect the health of the people within Santa Cruz County and provide access to quality medical care and treatment for residents with limited resources. HSA promotes community health in both the public and private sectors and employs its resources strategically to complement the services available elsewhere in the community. HSA provides both treatment and case management services to vulnerable and low-income patients.

The Agency also administers contracts with community-based organizations to provide a variety of health services, including psychiatric and medical care, HIV prevention and support services, water quality services, substance abuse treatment, health benefits enrollment, and services for persons experiencing homelessness. The Agency staffs the Emergency Medical Care Commission, the Santa Cruz County Integrated Community Health Center Commission, the Local Mental Health Board, the Syringe Services Program Advisory Commission, Fish and Wildlife Advisory Commission, Hazardous materials Advisory Commission, the Water Advisory Commission, and the Alcohol and Drug Advisory Commission.

Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Collaborate with Personnel to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups. Outreach efforts include attending appropriate, field-specific job fairs, and outreach to professional associations (e.g. the Bay Area Chapter of the National Association of Hispanic Nurses (NAHN)), medical programs offered to local high school students through the Santa Cruz County Career Technical Education Partnership (CTEP), alumni associations, such as the California Public Health Association-North (CPHA-N) and student organizations for under-represented groups (e.g., offices of diversity and inclusion, women's resource centers, etc.) at area universities, colleges and any appropriate trade schools.
- Enhance recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community organizations and organizations providing employment-related services to persons with disabilities, such as Community Options, HOPE Services, and student disability resource centers at area universities, colleges, and any appropriate trade schools.
- Maintain complete records of all recruitment and outreach efforts including department participation in community events, service activities and other engagement with diverse groups.

Hiring Procedures for a Diverse Workforce

- Ensure that oral boards and screening committees reflect the diversity of candidate pools and participants receive implicit bias training during oral board/screening committee orientation to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Design and implement a reporting system to monitor and measure EEO/CC Plan outcomes consistently. Review EEO/CC Action Steps and meet with the EEO Officer annually to assess outcomes, identify both accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.
- Align and integrate the department's EEO/CC Plan with the department's Strategic Plan to promote equity and overall organizational health and development.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Regularly review Departmental Workforce Composition and Utilization Analysis data (as provided by the EEO Office) to identify and address any significant disparities between local available workforce demographics as compared to the department's demographic composition.
- Regularly evaluate the linguistic needs of the community to ensure provision of effective and culturally appropriate service deliver.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, to promote their professional advancement through identifying appropriate professional development and training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Disseminate EEO and harassment prevention policies and expectations consistently and provide opportunities for staff to discuss confidentially and during annual staff meetings.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to diverse constituents.
- Encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Train department leadership to recognize potential EEO/CC issues and take appropriate, proportionate preemptive and corrective action, when needed. Evaluate managers and supervisors during annual performance evaluations on their effectiveness in addressing EEO/CC issues.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues.

Cultural Competence Action Steps

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that all written communications to the public (e.g., informational materials, publications, mass-emails, and web content) use 12 point or larger font and employ accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.
- Provide important public materials and information in English and Spanish (and other languages, as needed), as well as through TTY/TDD as mandated by the Americans with Disabilities Act (ADA).
- Provide important public announcements in both Spanish and English and make translation services for other languages available, as needed, including for television/radio/online broadcasts, when feasible.
- Ensure accessibility of all County physical spaces and published materials for members of the public with disabilities. Screen all documents distributed electronically to ensure that they are accessible with screen reader software.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Encourage employees at all levels and require managers and supervisors to annually complete at least one SCCL course or other training related to nondiscrimination; establishing and enforcing a respectful workplace; communication styles and interpersonal skills; emotional intelligence; conflict management and resolution; generational differences; unconscious/implicit bias; workforce diversity and inclusion; cultural awareness and sensitivity in service delivery; or other subject matter relevant serving and working with populations with diverse backgrounds and experiences, including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, low-income residents, unhoused persons, students, and other local demographics.
- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate. Maintain internal records for all employees on any EEO/CC related classes they have completed outside of the SCCL system.

Ensuring Culturally Appropriate Delivery of Services

- Ensure that programs are delivered through approaches, processes, and formats which are widely accessible and best meet the needs of a diverse community including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, seniors, low-income residents, unhoused persons, students, and other underrepresented populations.
- Evaluate feedback continually to improve service delivery; respond to consumer needs; and identify barriers or service gaps.

- Evaluate and continually improve the collection of intersectional data, (including gender and other appropriate allowable demographic data as described in the Cultural Competency Appendix), to analyze how various demographics utilize department programs and services; and confirm that access is equitable across diverse populations.
- Review customer complaint responses and staff disputes to ensure that conflict resolution processes are culturally sensitive and equipped with the appropriate tools and resources needed to prevent or identify and resolve cross-cultural conflict between staff members or between members of the public and staff.

DEPARTMENT-SPECIFIC EEO INFORMATION AND ACTION STEPS

- Partner with local health sciences schools and public health programs, such as Stanford University, UC San Francisco, UC Berkeley, UC Santa Cruz (UCSC), San Jose State University (SJSU), California State University of Monterey Bay (CSUMB), Cabrillo College, Hartnell College, and Touro University, in providing clinical education and rotation opportunities to Bay Area health sciences students, interns, and residents to attract local talent and expose students to careers in health.
- Encourage recruitment and placement of volunteers, student interns, and hiring of student workers who are reflective of the diverse local community, including participating with UCSC Graduating and Advancing New American Scholars (GANAS) Career Pathways project, UCSC and SJSU intern programs, and in CSUMB's Intern Recruitment Fairs. Strive for paid internship/experiences to address inequities when asking students to do unpaid activities.
- Identify and implement strategies for attracting qualified candidates (e.g., bilingual and multi-cultural candidates, candidates with disabilities and candidates from other underrepresented groups) to apply for difficult to recruit positions such as nurses, physicians, psychiatrists, bilingual medical providers, and other medical positions.

DEPARTMENT-SPECIFIC CULTURAL COMPETENCE ACTION STEPS

Federal and state funding sources mandate that Behavioral Health regularly develop comprehensive Cultural Competence Plans and evaluate staff's knowledge and ability to provide culturally and linguistically competent, medically necessary services. The Cultural Competence Plan is integrated throughout the Agency's administration and organizational structure.

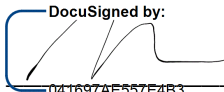
- Each division of the Agency develops its own cultural competence plan with objective measures, benchmarks, and standards to evaluate progress toward specified goals as described within the Appendix of the Countywide Equal Employment Opportunity/Cultural Competence Plan. Copies of the Agency's Cultural Competence Plans are available upon request.
- Staff satisfaction with the provision of culture-specific services is also assessed routinely through Cultural Awareness Satisfaction Surveys. Feedback from these employee engagement surveys is utilized to identify inefficiencies and problem areas and make needed systems improvements.
- In addition to mandatory cultural competence training listed above staff are required to complete a minimum of seven hours annually of training on the provision of culturally

and linguistically appropriate services, and new employees are required to attend trainings on consumer culture, Latino culture, and Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) considerations and culture.

- As an example of ongoing cultural competence training required by the Agency, the Behavioral Health Division provides a training curriculum administered by a designated Cultural Linguistic Appropriate Services (CLAS) Coordinator which includes the following elements:
 - Annual training on consumer culture that includes a patient’s personal experience with diagnosis/labeling, medication, hospitalization, societal/familial stigma, trauma, economic impact, housing issues, and forced treatment.
 - Evaluation, diagnosis, treatment, and referral services for the multicultural groups in the Agency’s service area (including LGBTQ and Latino communities).
 - Presentation of divergent worldviews and variant beliefs concerning the definition, presentation and clusters of symptoms, causal explanations, and treatment of mental health conditions and substance use disorders, as well as the risk that deviant behavior presents to the indigenous community; and
 - Enhancement of skills to increase bilingual staff’s ability to discern a consumer’s spoken, as well as nonverbal communication, and ability to communicate their ideas, concerns, or rationales.

**COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY
AND CULTURAL COMPETENCE**

The Health Services Agency is committed to the Board’s goal of valuing and promoting diversity, equal employment opportunity and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.

DocuSigned by:


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MONICA MORALES, Health Services Agency Director

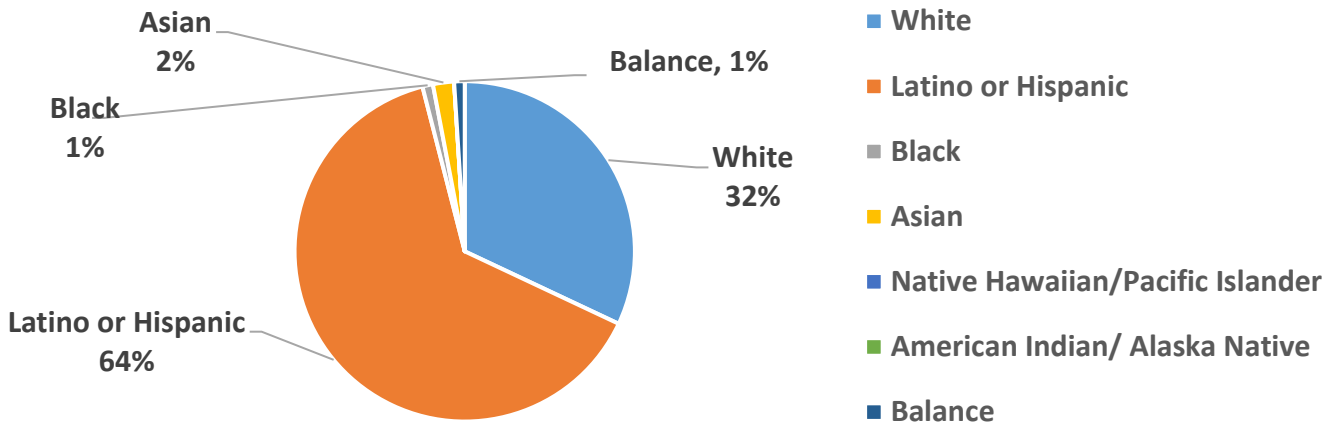
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Human Services Department

Workforce Percentage by Race – September 2022

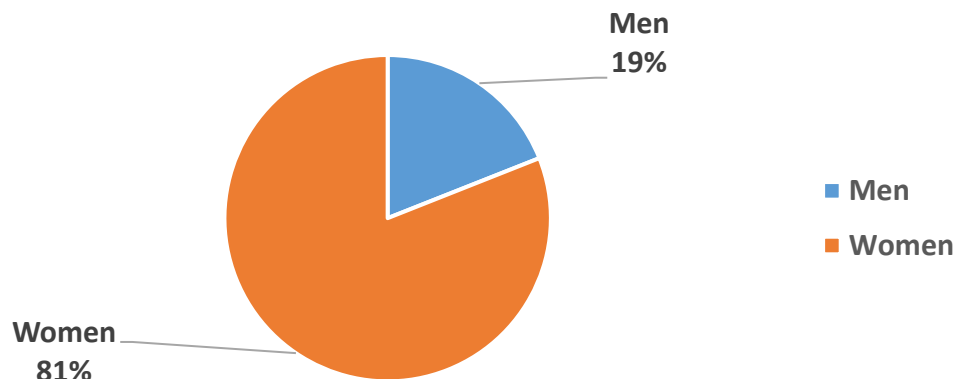


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	46% (193)	38% (177)	32% (149)
Black	2% (8)	1% (5)	1% (7)
Latino or Hispanic	48% (201)	57% (265)	64% (301)
Asian/Pacific Islander	3% (14)	3% (14)	N/A
*Asian	N/A	N/A	2% (9)
Native American	1% (6)	0% (2)	N/A
*American Indian/Alaska Native	N/A	N/A	0% (1)
*Native Hawaiian/Pacific Islander	N/A	N/A	0% (2)
*Balance	N/A	N/A	1% (4)
Women	85% (360)	83% (385)	81% (384)
Men	15% (62)	17% (78)	19% (89)
Total Employees	422	463	473

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



COUNTY OF SANTA CRUZ
 HUMAN SERVICES DEPARTMENT
 WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS
 SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	9	3	6	-2	2	6	-1	1	1	2	1	0	0	0	0	0	0	0	0	3	1
ADMINS		33%	67%	56%	44%	67%	77%	11%	1%	22%	15%	0%	4%	0%	0%	0%	0%	0%	3%	33%	23%
PROF	185	46	139	-39	39	92	-52	5	3	77	55	7	-4	1	1	1	1	2	-4	93	52
		25%	75%	46%	54%	50%	78%	3%	1%	42%	12%	4%	6%	1%	0%	1%	0%	1%	3%	50%	22%
TECH	77	16	61	-24	24	23	-16	0	-1	50	18	2	-1	0	0	1	1	1	-1	54	16
		21%	79%	52%	48%	30%	51%	0%	1%	65%	41%	3%	4%	0%	0%	1%	0%	1%	3%	70%	49%
PROT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERV		0%	0%	84%	16%	0%	63%	0%	2%	0%	26%	0%	2%	0%	0%	0%	0%	0%	6%	0%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	202	24	178	-57	57	28	-95	1	-1	172	113	0	-10	0	0	0	0	1	-7	174	95
SUPP		12%	88%	40%	60%	14%	61%	0%	1%	85%	29%	0%	5%	0%	0%	0%	0%	0%	4%	86%	39%
SK CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WORKERS		0%	0%	93%	7%	0%	56%	0%	0%	0%	40%	0%	2%	0%	0%	0%	0%	0%	1%	0%	44%
SVC &	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAINT		0%	0%	57%	43%	0%	38%	0%	1%	0%	55%	0%	4%	0%	0%	0%	0%	0%	2%	0%	62%
TOTAL	473	89	384	-166	166	149	-158	7	2	301	183	9	-15	1	1	2	2	4	-10	324	158
		19%	81%	54%	46%	32%	65%	1%	1%	64%	25%	2%	5%	0%	0%	0%	0%	1%	3%	68%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

HUMAN SERVICES DEPARTMENT
EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN
2022-2024

PURPOSE

Santa Cruz County is mandated by State and Federal law to provide a variety of human services to its residents. The Human Services Department (HSD) implements this mandate. HSD provides a wide range of services to support and strengthen families; assure the safety of children; protect and promote the interests of the elderly and disabilities community; and provide job search assistance and employment training for job seekers. The department strives to provide necessary resources and support to enable individuals and families to transition out of poverty and improve the quality of life for all Santa Cruz County residents. The department also administers contracts with community-based organizations for a variety of human services, including childcare, senior services, counseling, services to persons with disabilities, and homeless services. HSD also provides staffing support to the Human Services Commission and the In-Home Supportive Services (IHSS) Advisory Committee.

EQUITY FOCUS

An overarching goal of the Department in the next year is to promote greater dialogue about equity and explore demographic data to both cultivate awareness of inequities and consider new opportunities. One way this will be accomplished is through HSD leadership continued engagement with a consultant team, who are experts in the field of equity, to continue engagement in a self-reflective process about HSD leadership practices and organizational landscape. The Cultural Competency Plan is integrated into the department to ensure the efficient delivery of appropriate services to the community. HSD will continue activities listed in this plan and refine them as the equity work evolves.

Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Collaborate with Personnel to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups. Outreach efforts include attending appropriate, field-specific job fairs, and outreach to professional associations and student organizations for under-represented groups (e.g., offices of diversity and inclusion, women's resource centers, etc.) at area universities, colleges, and any appropriate trade schools.
- Maintain complete records of all department participation in community events, service activities and other engagement with diverse groups.

Hiring Procedures for a Diverse Workforce

- Support Personnel's efforts to ensure that oral boards and screening committees reflect the diversity of candidate pools and participants receive implicit bias training during oral board/screening committee orientation to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Design and implement a reporting system to monitor and measure EEO/CC Plan outcomes consistently. Review EEO/CC Action Steps and meet with the EEO Officer annually to assess outcomes, identify both accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.
- Align and integrate the department's EEO/CC Plan with the department's Strategic Plan to promote equity and overall organizational health and development.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Regularly review Departmental Workforce Composition and Utilization Analysis data (as provided by the EEO Office) to identify and address any significant disparities between local available workforce demographics as compared to the department's demographic composition.
- Monitor the need for bilingual employees regularly to provide effective and culturally aware customer service.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, to promote their professional advancement through identifying appropriate professional development and training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Disseminate EEO and harassment prevention policies and expectations consistently and provide opportunities for staff to discuss confidentially and during annual staff meetings.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to diverse constituents.
- Encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Train department leadership to recognize potential EEO/CC issues and take appropriate, proportionate preemptive and corrective action, when needed. Evaluate managers and supervisors during annual performance evaluations on their effectiveness in addressing EEO/CC issues as needed.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues as needed.

Cultural Competence Action Steps

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that all written communications to the public (e.g., informational materials, publications, mass-emails and web content) use 12 point or larger font and employ

accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.

- Provide important public materials and information in English and Spanish (and other languages, as needed), as well as through TTY/TDD as mandated by the Americans with Disabilities Act (ADA).
- Provide important public announcements in both Spanish and English and make translation services for other languages available, as needed, including for television/radio/online broadcasts, when feasible.
- Ensure accessibility of all County physical spaces and HSD's public website (<https://santacruzhumanservices.org>) content and materials for members of the public with disabilities. Screen documents posted on HSD's website to ensure that they can be accessed with screen reader software.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Encourage employees at all levels and require managers and supervisors to annually complete at least one SCCL course or other training related to nondiscrimination; establishing and enforcing a respectful workplace; communication styles and interpersonal skills; emotional intelligence; conflict management and resolution; generational differences; unconscious/implicit bias; workforce diversity and inclusion; cultural awareness and sensitivity in service delivery; or other subject matter relevant serving and working with populations with diverse backgrounds and experiences, including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, low-income residents, unhoused persons, students, and other local demographics.
- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate. Maintain internal records for all employees on any EEO/CC related classes they have completed outside of the SCCL system.

Ensuring Culturally Appropriate Delivery of Services

- Ensure that programs are delivered through approaches, processes, and formats which are widely accessible and best meet the needs of a diverse community including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, seniors, low-income residents, unhoused persons, students, and other underrepresented populations.
- Evaluate feedback continually to improve service delivery; respond to consumer needs; and identify barriers or service gaps.
- Evaluate and continually improve the collection of intersectional data, (including demographic data as described in the Cultural Competency Appendix), to analyze how various demographics utilize department programs and services; and confirm that access is equitable across diverse populations.

- Review customer complaint responses to ensure that conflict resolution processes are culturally sensitive and equipped with the appropriate tools and resources needed to prevent or identify and resolve cross-cultural conflict between members of the public and staff.

DEPARTMENT-SPECIFIC INFORMATION AND ACTION STEPS

- During the pandemic when gathering is not possible, the focus of recruitment is on virtual employment networks.
- HSD will continue to encourage diverse student interns to work at HSD through participating in in-person and virtual student intern job fairs, such as the Health and Human Services Intern Recruitment Fair at California State University at Monterey Bay (CSUMB) and San Jose State University (SJSU) events.
- HSD will prioritize diversity in workforce leadership development opportunities and incorporate diversity into internal mentorships through an established mentor program as well as regular supervisory meetings. To date, more than 50 staff members have completed the mentor program.
- The department will continue to require cultural awareness training which pertains to specific cultural characteristics of groups served by HSD to provide a better understanding and sensitivity to various cultural groups for the provision of culturally and linguistically appropriate services. Employees are required to attend trainings on Civil Rights, Race Equity, consumer culture, Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ), Sexual Orientation and Gender Identity (SOGIE), and disabilities community culture to ensure fair and equitable delivery of services. Employees working in job classifications which necessitate significant client interaction are required to complete sensitivity, customer service, and cultural competence trainings annually.
- HSD initiated work with an equity consultant group in 2021, who use the Visions model (<https://visions-inc.org>). The work started in the Family and Children’s Services Division (FCS), as well as with the HSD leadership team. The work continues this upcoming year within FCS and the leadership team and has expanded into the Housing for Health (H4H) division. The department is still exploring a further expansion of the work within other divisions, balancing consultant availability and other division projects underway.

COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY AND CULTURAL COMPETENCE

The Human Services Department is committed to the Board’s goal of valuing and promoting diversity, equal employment opportunity and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.

DocuSigned by:

Randy Morris

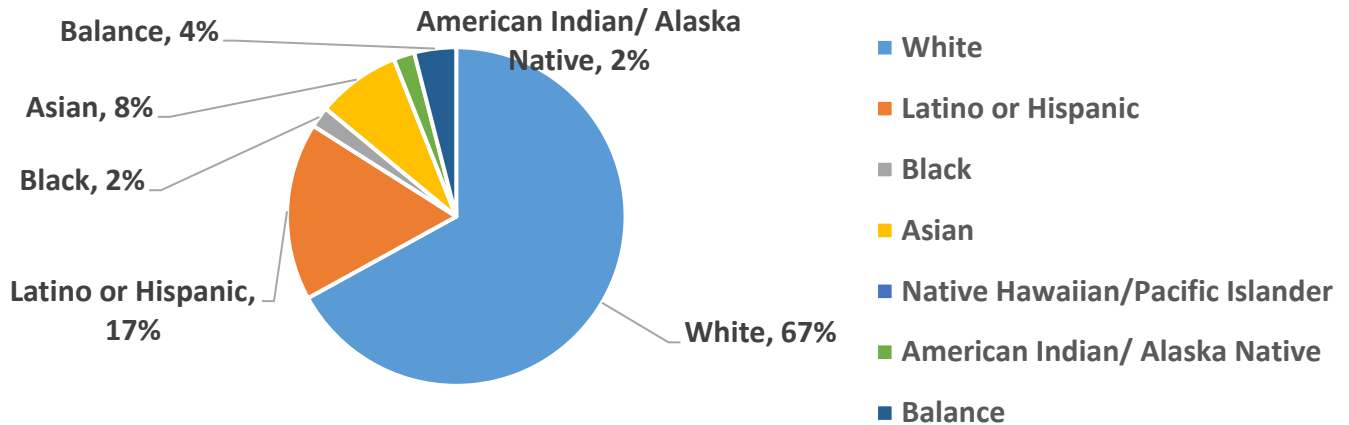
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Randy Morris, Human Services Department Director

7/15/2022

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Information Services

Workforce Percentage by Race – September 2022

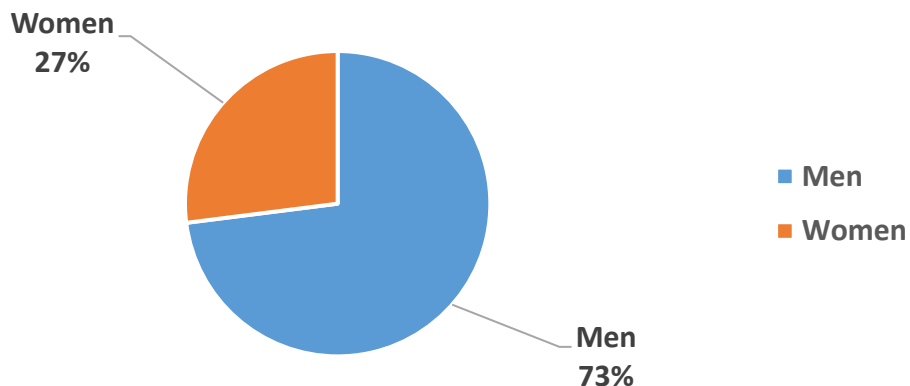


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	64% (38)	61% (34)	67% (35)
Black	5% (3)	5% (3)	2% (1)
Latino or Hispanic	19% (11)	20% (11)	17% (9)
Asian/Pacific Islander	8% (5)	14% (8)	N/A
*Asian	N/A	N/A	8% (4)
Native American	3% (2)	0% (0)	N/A
*American Indian/Alaska Native	N/A	N/A	2% (1)
*Native Hawaiian/Pacific Islander	N/A	N/A	0% (0)
*Balance	N/A	N/A	4% (2)
Women	29% (17)	29% (16)	27% (14)
Men	71% (42)	71% (40)	73% (38)
Total Employees	59	56	52

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



COUNTY OF SANTA CRUZ
INFO SERVICES
WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS
SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	1	0	1	-1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ADMINS		0%	100%	56%	44%	100%	77%	0%	1%	0%	15%	0%	4%	0%	0%	0%	0%	0%	3%	0%	23%
PROF	42	32	10	13	-13	32	-1	1	1	2	-3	4	1	1	1	0	0	2	1	10	1
		76%	24%	46%	54%	76%	78%	2%	1%	5%	12%	10%	6%	2%	0%	0%	0%	5%	3%	24%	22%
TECH	3	2	1	0	0	1	-1	0	0	2	1	0	0	0	0	0	0	0	0	2	1
		67%	33%	52%	48%	33%	51%	0%	1%	67%	41%	0%	4%	0%	0%	0%	0%	0%	3%	67%	49%
PROT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERV		0%	0%	84%	16%	0%	63%	0%	2%	0%	26%	0%	2%	0%	0%	0%	0%	0%	6%	0%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	2	0	2	-1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
SUPP		0%	100%	40%	60%	50%	61%	0%	1%	50%	29%	0%	5%	0%	0%	0%	0%	0%	4%	50%	39%
SK CRAFT	4	4	0	0	0	0	-2	0	0	4	2	0	0	0	0	0	0	0	0	4	2
WORKERS		100%	0%	93%	7%	0%	56%	0%	0%	100%	40%	0%	2%	0%	0%	0%	0%	0%	1%	100%	44%
SVC &	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAINT		0%	0%	57%	43%	0%	38%	0%	1%	0%	55%	0%	4%	0%	0%	0%	0%	0%	2%	0%	62%
TOTAL	52	38	14	10	-10	35	1	1	0	9	-4	4	1	1	1	0	0	2	0	17	-1
		73%	27%	54%	46%	67%	65%	2%	1%	17%	25%	8%	5%	2%	0%	0%	0%	4%	3%	33%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

Information Services Department Equal Employment Opportunity and Cultural Competence Plan 2022-2024

Mission of the Department

The Information Services Department (ISD) provides centralized automation, telephone, duplicating/printing, radio, and other technical support to the County of Santa Cruz Departments in order to improve productivity and services. ISD is responsible for managing the County's network and telephones and operates and supports a broad range of business applications for County departments. ISD does not directly serve the public, but rather, supports the County departments that do.

ISD operates through an Internal Service Fund (ISF) Budget. In accordance with the requirements for State and Federal financial participation, the Department receives revenue to finance its operations by allocating and billing all costs to customer departments through service charges.

Purpose and Overview of the Plan

In an effort to recruit, maintain and promote a qualified and diverse workforce, ISD, in partnership with the EEO Commission and the County of Santa Cruz Personnel Department, is committed to creating, evaluating, and adhering to its EEO and Cultural Competence Plan. This plan outlines strategies for achieving the overarching goal of improving diversity with both short- and long-term objectives. The plan focuses on attracting a diverse applicant pool. Emphasis has also been given to maintaining a positive, inclusive, and welcoming work environment that respects diversity and promotes productivity. Although four of ISD's six managerial positions are filled by women, the department is currently under administrative review for the underutilization of women overall. The following plan will help to ensure that equal employment opportunity is upheld and maintained for the benefit of all potential applicants.

Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Collaborate with Personnel to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups. Outreach efforts include attending appropriate, field-specific job fairs (e.g., Santa Cruz Tech Beat), and outreach to professional associations (e.g., technical trade organizations), student organizations for under-represented groups (e.g., offices of diversity and inclusion, women's resource centers, etc.) at area universities, colleges, and any appropriate trade schools.
- Enhance recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community-organizations and organizations providing employment-related services to persons with disabilities, such as Community Options, HOPE Services, and student disability resource centers at area universities, colleges, and any appropriate trade schools.

- Maintain complete records of all recruitment and outreach efforts including department participation in community events, service activities and other engagement with diverse groups.

Hiring Procedures for a Diverse Workforce

- Ensure that oral boards and screening committees reflect the diversity of candidate pools and participants receive implicit bias training during oral board/screening committee orientation to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Design and implement a reporting system to monitor and measure EEO/CC Plan outcomes consistently. Review EEO/CC Action Steps and meet with the EEO Officer annually to assess outcomes, identify both accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.
- Align and integrate the department's EEO/CC Plan with the department's Strategic Plan to promote equity and overall organizational health and development.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Regularly review Departmental Workforce Composition and Utilization Analysis data (as provided by the EEO Office) to identify and address any significant disparities between local available workforce demographics as compared to the department's demographic composition.
- Evaluate the need for bilingual employees regularly to provide effective and culturally-aware customer service.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, to promote their professional advancement through identifying appropriate professional development and training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Disseminate EEO and harassment prevention policies and expectations consistently and provide opportunities for staff to discuss confidentially and during annual staff meetings.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to diverse constituents.
- Encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Train department leadership to recognize potential EEO/CC issues and take appropriate, proportionate preemptive and corrective action, when needed. Evaluate managers and supervisors during annual performance evaluations on their effectiveness in addressing EEO/CC issues.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues.

Cultural Competence Action Steps

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that all written communications to the public (e.g., informational materials, publications, mass-emails, and web content) use 12 point or larger font and employ accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.
- Provide important public materials and information in English and Spanish (and other languages, as needed), as well as through TTY/TDD as mandated by the Americans with Disabilities Act (ADA).
- Provide important public announcements in both Spanish and English and make translation services for other languages available, as needed, including for television/radio/online broadcasts, when feasible.
- Ensure accessibility of all County physical spaces and published materials for members of the public with disabilities. Screen all documents distributed electronically to ensure that they are accessible with screen reader software.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Encourage employees at all levels and require managers and supervisors to annually complete at least one SCCL course or other training related to nondiscrimination; establishing and enforcing a respectful workplace; communication styles and interpersonal skills; emotional intelligence; conflict management and resolution; generational differences; unconscious/implicit bias; workforce diversity and inclusion; cultural awareness and sensitivity in service delivery; or other subject matter relevant serving and working with populations with diverse backgrounds and experiences, including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, low-income residents, unhoused persons, students, and other local demographics.
- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate. Maintain internal records for all employees on any EEO/CC related classes they have complete outside of the SCCL system.

Ensuring Culturally Appropriate Delivery of Services

- Ensure that programs are delivered through approaches, processes, and formats which are widely accessible and best meet the needs of a diverse community including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, seniors, low-income residents, unhoused persons, students, and other underrepresented populations.
- Evaluate feedback continually to improve service delivery; respond to consumer needs; and identify barriers or service gaps.

- Evaluate and continually improve the collection of intersectional data, (including gender and other appropriate allowable demographic data as described in the Cultural Competency Appendix), to analyze how various demographics utilize department programs and services; and confirm that access is equitable across diverse populations.
- Review customer complaint responses and staff disputes to ensure that conflict resolution processes are culturally sensitive and equipped with the appropriate tools and resources needed to prevent or identify and resolve cross-cultural conflict between staff members or between members of the public and staff.

Department-Specific Information and Action Steps

- Continue to work with Women in Tech, local IT organizations and colleges to do outreach and internships to attract more women and more diverse population in our Professional positions in Information Services.
- While under Administrative Review, the department will interview the top ten candidates on all certified lists and document the justification for all hiring decisions and review with ISD Management and the EEO Officer. Additionally, the department will provide written report on actions and outcomes to Personnel and the EEO Commission.
- The department will ensure equal employment opportunity and compliance with merit-based principles in recruiting and selection practices by participating in the administrative review process and through internal audits of the Department's hiring activities.
- Employees will be encouraged to pursue relevant coursework offered by outside sources, such as Liebert Cassidy Whitmore, Sloan Sakai, the Santa Cruz County Leadership Academy (LEAP Program), and the California State Association of Counties' IT Leadership Certification Program.
- ISD management will continue to assign and train department liaisons to respond to EEO, harassment, and ADA issues.

Commitment to Equal Employment Opportunity and Cultural Competence

The Information Services Department is committed to the Board of Supervisor's goal of valuing and promoting diversity, equal employment opportunity and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.

DocuSigned by:

Tammie Weigl

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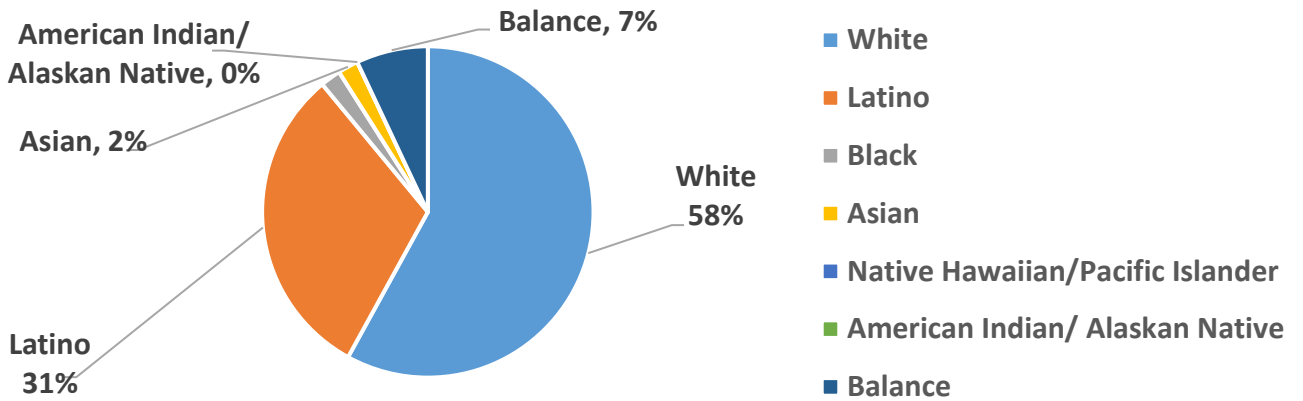
TAMMIE WEIGL, Interim Director of Information Services

7/12/2022

DATE

Parks, Open Space, and Cultural Services

Workforce Percentage by Race – September 2022

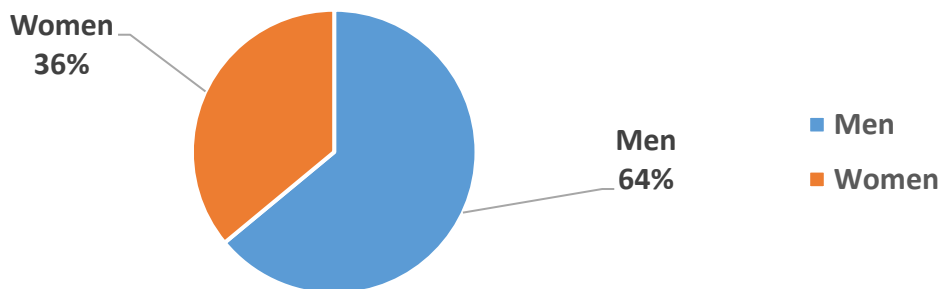


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	73% (35)	73% (24)	58% (26)
Black	2% (1)	0% (0)	2% (1)
Latino or Hispanic	25% (12)	24% (8)	31% (14)
Asian/Pacific Islander	0% (0)	3% (1)	N/A
*Asian	N/A	N/A	2% (1)
Native American	0% (0)	0% (0)	N/A
*American Indian/Alaska Native	N/A	N/A	0% (0)
*Native Hawaiian/Pacific Islander	N/A	N/A	0% (0)
*Balance	N/A	N/A	7% (3)
Women	42% (20)	45% (15)	36% (16)
Men	58% (28)	55% (18)	64% (29)
Total Employees	48	33	45

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	2	1	1	0	0	1	-1	0	0	0	0	1	1	0	0	0	0	0	0	1	1
ADMINS		50%	50%	56%	44%	50%	77%	0%	1%	0%	15%	50%	4%	0%	0%	0%	0%	0%	3%	50%	23%
PROF	9	6	3	2	-2	8	1	0	0	1	0	0	-1	0	0	0	0	0	0	1	-1
		67%	33%	46%	54%	89%	78%	0%	1%	11%	12%	0%	6%	0%	0%	0%	0%	0%	3%	11%	22%
TECH	4	0	4	-2	2	2	0	1	1	1	-1	0	0	0	0	0	0	0	0	2	0
		0%	100%	52%	48%	50%	51%	25%	1%	25%	41%	0%	4%	0%	0%	0%	0%	0%	3%	50%	49%
PROT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERV		0%	0%	84%	16%	0%	63%	0%	2%	0%	26%	0%	2%	0%	0%	0%	0%	0%	6%	0%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	3	1	2	0	0	2	0	0	0	0	-1	0	0	0	0	0	0	1	1	1	0
SUPP		33%	67%	40%	60%	67%	61%	0%	1%	0%	29%	0%	5%	0%	0%	0%	0%	33%	4%	33%	39%
SK CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WORKERS		0%	0%	93%	7%	0%	56%	0%	0%	0%	40%	0%	2%	0%	0%	0%	0%	0%	1%	0%	44%
SVC &	27	21	6	6	-6	13	3	0	0	12	-3	0	-1	0	0	0	0	2	1	14	-3
MAINT		78%	22%	57%	43%	48%	38%	0%	1%	44%	55%	0%	4%	0%	0%	0%	0%	7%	2%	52%	62%
TOTAL	45	29	16	5	-5	26	-3	1	1	14	3	1	-1	0	0	0	0	3	2	19	3
		64%	36%	54%	46%	58%	65%	2%	1%	31%	25%	2%	5%	0%	0%	0%	0%	7%	3%	42%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

**PARKS, OPEN SPACE AND CULTURAL SERVICES
EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN
2022-2024**

PURPOSE

The Department of Parks, Open Space and Cultural Services (POSCS) operates the County's over 1,400-acre park system. POSCS is responsible for land acquisition, site development and maintenance, and provision of countywide recreational and cultural opportunities. The department manages 67 parks and facilities. Our mission is to provide safe, well-designed, and well-maintained parks, and a wide variety of recreational and cultural opportunities for the diverse Santa Cruz County community. The department also provides staff for the County's Parks and Recreation Commission, Arts Commission, and the North Coast Multi-Agency Working Group.

Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Support Personnel's efforts to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups. Outreach efforts include attending appropriate, field-specific job fairs, and outreach to professional associations and student organizations for under-represented groups (e.g., offices of diversity and inclusion, women's resource centers, etc.) at area universities, colleges, alternative education programs, and trade schools.
- Support Personnel's recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community-organizations and organizations providing employment-related services to persons with disabilities, such as Community Options, HOPE Services, and student disability resource centers at area universities, colleges, and any appropriate trade schools.
- Collaborate with Personnel to maintain complete records of all recruitment and outreach efforts including department participation in community events, service activities and other engagement with diverse groups.

Hiring Procedures for a Diverse Workforce

- Ensure that oral boards and screening committees reflect the diversity of candidate pools and participants are aware of implicit bias training during oral board/screening committee orientation to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Monitor and measure EEO/CC Plan outcomes consistently. Review EEO/CC Action Steps and meet with the EEO Officer at least annually to assess outcomes, identify both accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.

- Align and integrate the department's EEO/CC Plan with the department's Strategic Plan to promote equity and overall organizational health and development.

Maintaining a Diverse Workforce with Equal Employment and Advancement

Opportunity

- Regularly review Departmental Workforce Composition and Utilization Analysis data (as provided by the EEO Office) to identify and address any significant disparities between local available workforce demographics as compared to the department's demographic composition.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, to promote their professional advancement through identifying appropriate professional development and training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to diverse constituents.
- Encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Train department leadership and supervisory staff to recognize potential EEO/CC issues and take appropriate action as needed.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues.

Cultural Competence Action Steps

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that all written communications to the public (e.g., informational materials, publications, mass-emails, and web content) use 12 point or larger font and employ accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.
- Provide important public materials and information in English and Spanish (and other languages, as needed), as well as through TTY/TDD as mandated by the Americans with Disabilities Act (ADA).
- Provide important public announcements in both Spanish and English and make translation services for other languages available, as needed, including for television/radio/online broadcasts, when feasible.
- Ensure accessibility of all County Parks buildings and published materials for members of the public with disabilities.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and employees are familiar with the discrimination complaint process.
- Encourage employees at all levels, and require managers and supervisors, to annually complete at least one SCCL course relevant to serving and working with populations with diverse backgrounds and experiences.
- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate. Maintain internal records for all employees on any EEO/CC related classes they have complete outside of the SCCL system.

Ensuring Culturally Appropriate Delivery of Services

- Ensure that programs are delivered through approaches, processes, and formats which are widely accessible and best meet the needs of a diverse community including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, seniors, low-income residents, unhoused persons, students, and other underrepresented populations.
- Evaluate feedback continually to improve service delivery; respond to consumer needs; and identify barriers or service gaps, especially throughout the summer months when there is a high demand for Parks programs and services.
- Evaluate and continually improve the collection of intersectional data, (including gender and other appropriate allowable demographic data as described in the Cultural Competency Appendix), to analyze how various demographics utilize department programs and services; and confirm that access is equitable across diverse populations.

DEPARTMENT-SPECIFIC INFORMATION AND ACTION STEPS

- Continue to evaluate and monitor the need for bilingual staff through customer and staff satisfaction and needs assessment surveys in order to ensure efficient and safe recreational programs.
- Review and revise job specifications on a continual basis to identify and eliminate barriers to employment.
- Work with Personnel staff and job recruitments to ensure that we are doing outreach that will help encourage non-male applicants and applicants with diverse backgrounds.
- Monitor selection criteria used to fill vacancies in all job classifications through internal audits to ensure equity in hiring decisions.
- Continue efforts to improve the degree of communication among divisions and employee awareness of EEO reporting structures through expanding email access to all employees

(including seasonal workers), departmental event collaborations, regular staff meetings, periodic offsite check-ins by managers with line supervisors and staff, and distribution of EEO policies and the organizational chart through a variety of widely accessible mediums.

- Network with local park and recreation programs, including those offered by the cities of Santa Cruz, Watsonville, Capitola and Scotts Valley, and City of Monterey, to promote the Department and generate interest in Park and Recreation careers and job opportunities throughout all county populations. In collaboration with Personnel, network with various initiatives to directly expose local students to a variety of Parks careers.
- Maintain records of customer feedback on language needs and culturally competent service.
- Continue marketing to Live Oak service area to encourage increased use of the Simpkins Family Swim Center using various approaches, such as disseminating bilingual flyers to nearby schools and begin to offer our seasonal activity guide in both English and Spanish.
- In partnership with the non-profit County Park Friends, continue to offer subsidized use of the pool for swimming lessons and aquatic camps as well as registration in summer camps for low income and at-risk youth.
- Collaborate with diverse community organizations, such as County Park Friends and the Live Oak Community Resources Center, and participate in appropriate community events to better inform consumers and residents throughout the County about the range of parks and recreation services offered by the Department. Continue to coordinate and host events with the County's Animal Shelter and other community-based organizations to reach all geographical areas and demographics within the County.
- Continue to improve access for persons with disabilities at Parks facilities through universal design and construction and park amenity improvements.
- Continue to support ongoing collaboration of County Public Health, County Park Friends and City of Watsonville Parks and Community Services to develop and promote ParksRX program.
- Maintain and expand ongoing partnership and collaboration with County Park Friends to help address barriers to access, promote engagement and expand inclusivity. Support and partner with County Park Friends on implementation of recently awarded Outdoor Equity Grants Program.
- Continue to collaborate with the County Commission on Disabilities to offer adaptive and low stimulation aquatic opportunities.
- Collaborate with local school districts, including PVUSD and San Lorenzo Valley Unified School District, to provide opportunities for low-income residents to participate in recreation and cultural activities.

**COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY
AND CULTURAL COMPETENCE**

The Department of Parks, Open Space and Cultural Services is committed to the Board's goal of valuing and promoting diversity, equal employment opportunity and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.

DocuSigned by:

Jeff Gaffney

JEFF GAFFNEY, Director of POSCS

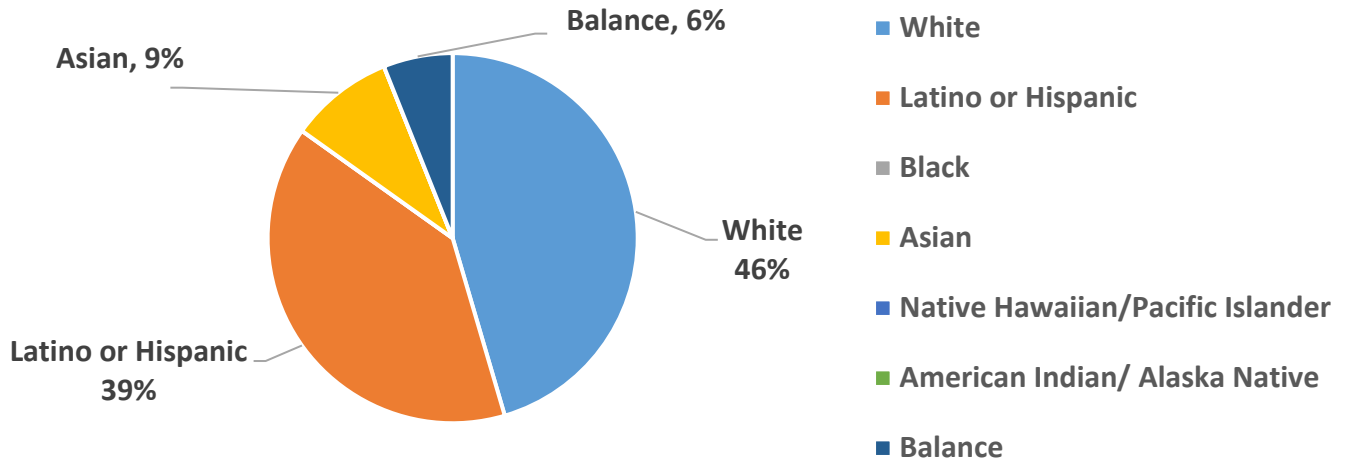
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Personnel

Workforce Percentage by Race – September 2022

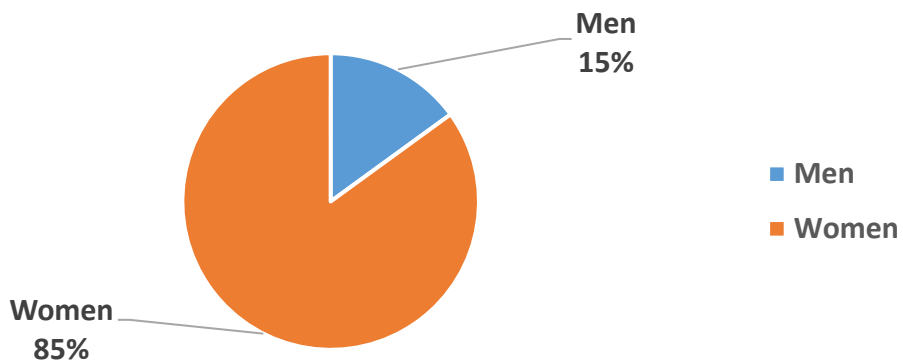


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	50% (17)	49% (17)	44% (17)
Black	0% (0)	0% (0)	0% (0)
Latino or Hispanic	35% (12)	43% (15)	41% (16)
Asian/Pacific Islander	15% (5)	9% (3)	N/A
*Asian	N/A	N/A	10% (4)
Native American	0% (0)	0% (0)	N/A
*American Indian/Alaska Native	N/A	N/A	0% (0)
*Native Hawaiian/Pacific Islander	N/A	N/A	0% (0)
*Balance	N/A	N/A	5% (2)
Women	91% (31)	86% (30)	85% (33)
Men	9% (3)	14% (5)	15% (6)
Total Employees	34	35	39

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



PERSONNEL

WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS

Pay Period 20 Ending 9/30/2022

SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	5	1	4	-2	2	1	-3	0	0	1	0	2	2	0	0	0	0	1	1	4	3
ADMINS		20%	80%	56%	44%	20%	77%	0%	1%	20%	15%	40%	4%	0%	0%	0%	0%	20%	3%	80%	23%
PROF	18	1	17	-7	7	7	-7	0	0	8	6	2	1	0	0	0	0	1	0	11	7
		6%	94%	46%	54%	39%	78%	0%	1%	44%	12%	11%	6%	0%	0%	0%	0%	6%	3%	61%	22%
TECH	10	2	8	-3	3	6	1	0	0	4	0	0	0	0	0	0	0	0	0	4	-1
		20%	80%	52%	48%	60%	51%	0%	1%	40%	41%	0%	4%	0%	0%	0%	0%	0%	3%	40%	49%
PROT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERV		0%	0%	84%	16%	0%	63%	0%	2%	0%	26%	0%	2%	0%	0%	0%	0%	0%	6%	0%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	6	2	4	0	0	3	-1	0	0	3	1	0	0	0	0	0	0	0	0	3	1
SUPP		33%	67%	40%	60%	50%	61%	0%	1%	50%	29%	0%	5%	0%	0%	0%	0%	0%	4%	50%	39%
SK CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WORKERS		0%	0%	93%	7%	0%	56%	0%	0%	0%	40%	0%	2%	0%	0%	0%	0%	0%	1%	0%	44%
SVC &	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAINT		0%	0%	57%	43%	0%	38%	0%	1%	0%	55%	0%	4%	0%	0%	0%	0%	0%	2%	0%	62%
TOTAL	39	6	33	-15	15	17	-8	0	0	16	6	4	2	0	0	0	0	2	1	22	8
		15%	85%	54%	46%	44%	65%	0%	1%	41%	25%	10%	5%	0%	0%	0%	0%	5%	3%	56%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

PERSONNEL
EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN
2022 - 2024

PURPOSE

The Personnel Department administers all of the County's personnel programs, including recruitment, classification, employee relations, benefits, training, equal employment opportunity, and risk management. The Personnel Director serves as the County's Chief Negotiator with the various employee representation units. The Department staffs the Civil Service, Equal Employment Opportunity, Latino Affairs, Mobile and Manufactured Home, Seniors, Women's Commissions, and the Commission on Disabilities as well as administering the Volunteer Initiative Program (VIP).

Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups. Outreach efforts include attending appropriate, field-specific job fairs, and outreach to professional associations and student organizations for under-represented groups (e.g., offices of diversity and inclusion, women's resource centers, etc.) at area universities, colleges, and any appropriate trade schools.
- Enhance recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community-organizations and organizations providing employment-related services to persons with disabilities, such as Community Options, HOPE Services, and student disability resource centers at area universities, colleges, and any appropriate trade schools.

Hiring Procedures for a Diverse Workforce

- Analyze and revise County job specifications to ensure that required knowledge, skills and abilities are job-related and do not create arbitrary and artificial barriers to employment or result in a disparate impact to protected classes.
- Ensure that oral boards and screening committees reflect the diversity of candidate pools and participants receive implicit bias training during oral board/screening committee orientation to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Review EEO/CC Action Steps at least annually to assess outcomes, identify both accomplishments and areas requiring improvement.
- Align and integrate the department's EEO/CC Plan with the department's Operational Strategic Plan to promote equity.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Regularly review departmental Workforce Composition and Utilization Analysis data to identify and address any significant disparities between local available workforce demographics as compared to the department's demographic composition.

- Evaluate the need for bilingual employees regularly to provide effective and culturally aware customer service.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, and support their professional development through training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Disseminate EEO and harassment prevention policies and expectations consistently.
- Encourage employees to provide feedback on improving workplace diversity, equity, inclusivity, and cultural competence in support of improving internal systems, processes, and service delivery to diverse constituents.
- Train department leadership to recognize potential EEO/CC issues and take appropriate, proportionate preemptive and corrective action, when needed.
- Evaluate managers and supervisors during annual performance evaluations on their effectiveness in addressing EEO/CC issues.
- Routinely analyze succession planning efforts and perform organizational health and workplace climate audits and surveys as strategies for improving employee satisfaction, promoting development opportunities, and retaining a qualified and diverse workforce.

EEO Division-Specific Actions

- Coordinate the Administrative Review process which provides additional support and guidance to those departments with a significant (exceeding 10%) underutilization of women or people of color as compared with the local available workforce. Support data-driven and tailored recruitment and outreach activities to address underutilizations of women and people of color.
- Regularly evaluate applicant flow reports, certified lists, and testing procedures to identify and address any disparate impact and barriers to employment for protected classes.
- Promptly, impartially, and thoroughly investigate employee complaints of discrimination, harassment, retaliation, and abusive conduct/bullying to ensure a productive, respectful, and professional work environment.
- Ensure that each department has designated staff to serve as liaisons with the EEO Office on issues of EEO, ADA, and prevention of sexual harassment and collaborate with departmental EEO Liaisons to address complaints as appropriate.
- Keep a log of EEO/ADA complaints by race, ethnicity, gender, age, disability, and other protected classes and retain EEO files in accordance with state law.
- Develop and periodically implement an employee Diversity, Equity, and Inclusion Survey and utilize employee feedback in recommending strategies to cultivate and support a diverse, equitable, and inclusive work environment.

- Review cultural competence and EEO action steps at least annually to identify accomplishments and identify areas in need of improvement.
- Continue to work with the EEO, Latino Affairs, and Women’s Commissions, and the Commission on Disabilities to solicit input and suggestions on relevant issues to improve County programs and services.
- Review and monitor the County’s reasonable accommodation program to ensure equal access and opportunity for members of the public, applicants, and employees with disabilities, including compliance with the Americans with Disabilities Act (ADA) public accessibility requirements.
- Continue to assist County departments to develop and implement EEO/CC plans which address cultural barriers and equity issues in County employment and service delivery to clients.

Cultural Competence Plan and Action Steps

The Cultural Competence Plan is developed and integrated within the overall organization to assure efficient and appropriate customer service to the community, including potential applicants, candidates, employees, and departments.

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that written communications to the public (e.g., informational materials, publications, mass-emails, and web content) use 12 point or larger font and employ accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.
- Provide important public materials and announcements in both Spanish and English and make translation services for other languages available, as needed, including for television/radio/online broadcasts, when feasible.
- Ensure accessibility of all County physical spaces and published materials for members of the public with disabilities.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Encourage employees at all levels to annually complete at least one SCCL course or other training in any of the following categories: ensuring a respectful workplace; communication styles and interpersonal skills; emotional intelligence; unconscious/implicit bias; gender neutrality; diversity, equity, and inclusion; cultural awareness; or other subject matter relevant to serving and working with populations with diverse backgrounds and experiences.
- Incorporate specific training assignments into employees’ professional development plans as appropriate.

- Provide facilitated or online State-mandated trainings to all supervisory and non-supervisory County employees on harassment prevention and abusive conduct/bullying/bystander intervention.
- Offer classes through the Santa Cruz County Learns (SCCL) platform in EEO/nondiscrimination, cultural competence, interpersonal communications, customer service, workplace civility/sensitivity/empathy, diversity, equity, and inclusion, mitigating unconscious bias, etc.
- Provide courses through SCCL that assist employees with promotional opportunities and upward mobility in order to retain a qualified and diverse workforce that reflects the community.
- Provide an EEO and Americans with Disabilities Act (ADA) overview class for new supervisors and managers in the County's Supervisory Academy.

Ensuring Culturally Appropriate Delivery of Services

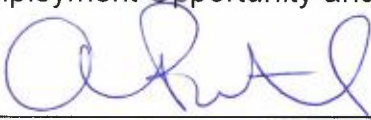
- Employment Services staff will work on recruitments with the various County departments to identify and assess bilingual and other preferred skills in order to attract qualified applicants.
- Employ sufficient bilingual staff to provide bilingual testing and translation services to applicants and employees as requested.
- Offer bilingual testing of employees for departments requesting bilingual-designated positions. The Personnel department currently has two employees who are designated bilingual in Spanish/English.
- Ensure that programs are delivered through approaches, processes, and formats which are widely accessible and best meet the needs of a diverse community including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, LGBTQ+ community, seniors, low-income residents, unhoused persons, students, and other underrepresented populations.
- Evaluate employee and customer feedback continually to improve service delivery; respond to customer needs; and identify barriers or service gaps.
- Evaluate and continually improve the collection of intersectional data, (including gender and other appropriate demographic data), to analyze how various demographics utilize department programs and services; to support equitable access across diverse populations.
- Review customer complaint responses to ensure that conflict resolution processes are culturally sensitive and equipped with the appropriate tools and resources needed to prevent or identify and resolve cross-cultural conflict between members of the public and staff.
- Review the Personnel Department's programs and customer service delivery systems with senior managers on an annual basis and engage staff for their feedback to promote continuous systems improvement in terms of cultural competence and equitable service delivery.

Data and Information Systems

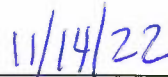
- Analyze new data from the U.S. Census and American Community Survey as it becomes available and update the data in the workforce statistics report as appropriate.
- To the extent possible, collect and disaggregate data (race/ethnicity, gender/gender identity, age, disability, etc.) for use in developing and implementing the Personnel department’s equitable, measurable, strategic operational goals.
- Maintain data and records from employee surveys to enable short-term and long-term comparisons and assess progress toward specific objectives.
- Maintain the training attendance records of all County employees for all mandatory compliance training, including harassment prevention/abusive conduct/bullying trainings.
- Maintain records of outreach and recruitment activities.

**COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY
AND CULTURAL COMPETENCE**

The Personnel Department is committed to the Board’s goal of valuing and promoting diversity, equal employment opportunity and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.



AJITA PATEL, Personnel Director

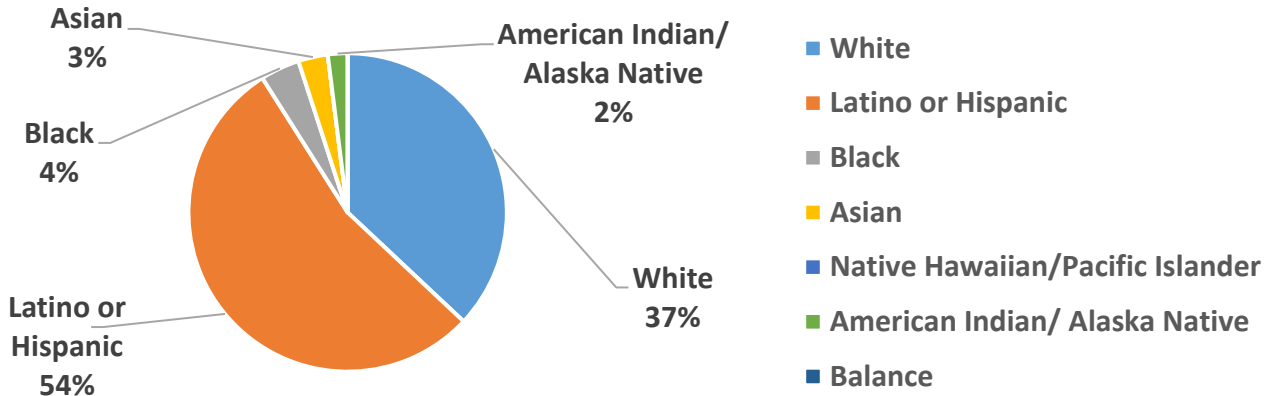


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Probation

Workforce Percentage by Race – September 2022

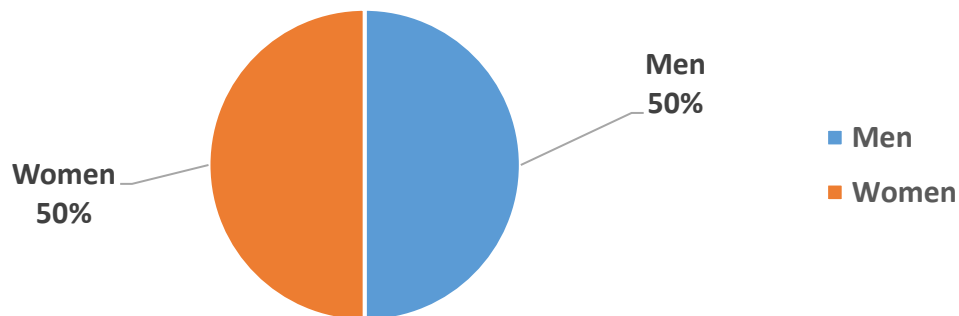


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	54% (61)	46% (51)	37% (42)
Black	3% (3)	4% (4)	4% (5)
Latino or Hispanic	36% (41)	44% (49)	54% (62)
Asian/Pacific Islander	4% (5)	3% (3)	N/A
*Asian	N/A	N/A	3% (3)
Native American	4% (4)	4% (5)	N/A
*American Indian/Alaska Native	N/A	N/A	2% (2)
*Native Hawaiian/Pacific Islander	N/A	N/A	0% (0)
*Balance	N/A	N/A	0% (0)
Women	58% (66)	57% (64)	50% (59)
Men	42% (48)	43% (48)	50% (58)
Total Employees	114	112	117

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



PROBATION

WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS

Pay Period 20 Ending 9/30/2022

SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	6	3	3	0	0	1	-4	1	1	4	3	0	0	0	0	0	0	0	0	5	4
ADMINS		50%	50%	56%	44%	17%	77%	17%	1%	67%	15%	0%	4%	0%	0%	0%	0%	0%	3%	83%	23%
PROF	16	7	9	0	0	9	-3	1	1	6	4	0	-1	0	0	0	0	0	0	7	3
		44%	56%	46%	54%	56%	78%	6%	1%	38%	12%	0%	6%	0%	0%	0%	0%	0%	3%	44%	22%
TECH	2	1	1	0	0	2	1	0	0	0	-1	0	0	0	0	0	0	0	0	0	-1
		50%	50%	52%	48%	100%	51%	0%	1%	0%	41%	0%	4%	0%	0%	0%	0%	0%	3%	0%	49%
PROT	77	41	36	-24	24	18	-31	4	2	50	30	2	0	3	3	0	0	0	-5	59	31
SERV		53%	47%	84%	16%	23%	63%	5%	2%	65%	26%	3%	2%	4%	0%	0%	0%	0%	6%	77%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	12	2	10	-3	3	7	0	0	0	4	1	1	0	0	0	0	0	0	0	5	0
SUPP		17%	83%	40%	60%	58%	61%	0%	1%	33%	29%	8%	5%	0%	0%	0%	0%	0%	4%	42%	39%
SK CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WORKERS		0%	0%	93%	7%	0%	56%	0%	0%	0%	40%	0%	2%	0%	0%	0%	0%	0%	1%	0%	44%
SVC &	4	4	0	2	-2	1	-1	0	0	3	1	0	0	0	0	0	0	0	0	3	1
MAINT		100%	0%	57%	43%	25%	38%	0%	1%	75%	55%	0%	4%	0%	0%	0%	0%	0%	2%	75%	62%
TOTAL	117	58	59	-5	5	38	-38	6	5	67	38	3	-3	3	3	0	0	0	-4	79	38
		50%	50%	54%	46%	32%	65%	5%	1%	57%	25%	3%	5%	3%	0%	0%	0%	0%	3%	68%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

**PROBATION
EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCY PLAN
2022- 2024**

PURPOSE

The Probation Department provides court-mandated services. The Department is divided into four divisions: Adult, Pretrial, Juvenile, and Juvenile Hall. The Adult and Juvenile Divisions conduct pre-sentence and pre-disposition reports and perform supervision functions, while Juvenile Hall provides secure detention for youth who are awaiting disposition in the Juvenile Court and Alternative to Detention Programs. The Pretrial Division administers Pretrial Release and monitoring programs.

We are committed to research-based probation strategies to ensure public safety through the reduction of recidivism and victimization and maximizing successful completion of supervision terms. This is accomplished through risk-based supervision; addressing issues that drive criminal behavior; consideration for custody alternatives; and providing services and interventions which are proven to reduce reoffending by matching the programs with individual needs.

Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Collaborate with Personnel to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups. Outreach efforts include attending appropriate, field-specific job fairs, and outreach to professional associations and student organizations for under-represented groups (e.g., offices of diversity and inclusion, women's resource centers, etc.) at area universities, colleges, and any appropriate trade schools.
- Enhance recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community-organizations and organizations providing employment-related services to persons with disabilities, such as Community Options, HOPE Services, and student disability resource centers at area universities, colleges, and any appropriate trade schools.
- Maintain complete records of all recruitment and outreach efforts including department participation in community events, service activities and other engagement with diverse groups.

Hiring Procedures for a Diverse Workforce

- Ensure that oral boards and screening committees reflect the diversity of candidate pools and participants receive implicit bias training during oral board/screening committee orientation to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Design and implement a reporting system to monitor and measure EEO/CC Plan outcomes consistently. Review EEO/CC Action Steps and meet with the EEO Officer annually to assess outcomes, identify both accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.

- Align and integrate the department's EEO/CC Plan with the department's Strategic Plan to promote equity and overall organizational health and development.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Regularly review Departmental Workforce Composition and Utilization Analysis data (as provided by the EEO Office) to identify and address any significant disparities between local available workforce demographics as compared to the department's demographic composition.
- Evaluate the need for bilingual employees regularly to provide effective and culturally aware customer service.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, to promote their professional advancement through identifying appropriate professional development and training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Disseminate EEO and harassment prevention policies and expectations consistently and provide opportunities for staff to discuss confidentially and during annual staff meetings.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to diverse constituents.
- Encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Train department leadership to recognize potential EEO/CC issues and take appropriate, proportionate preemptive and corrective action, when needed. Evaluate managers and supervisors during annual performance evaluations on their effectiveness in addressing EEO/CC issues.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues.

Cultural Competence Action Steps

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that all written communications to the public (e.g., informational materials, publications, mass-emails, and web content) use 12 point or larger font and employ accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.
- Provide important public materials and information in English and Spanish (and other languages, as needed), as well as through TTY/TDD as mandated by the Americans with Disabilities Act (ADA).
- Provide important public announcements in both Spanish and English and make translation services for other languages available, as needed, including for television/radio/online broadcasts, when feasible.

- Ensure accessibility of all County physical spaces and published materials for members of the public with disabilities. Screen all documents distributed electronically to ensure that they are accessible with screen reader software.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Encourage employees at all levels and require managers and supervisors to annually complete at least one SCCL course or other training related to nondiscrimination; establishing and enforcing a respectful workplace; communication styles and interpersonal skills; emotional intelligence; conflict management and resolution; generational differences; unconscious/implicit bias; workforce diversity and inclusion; cultural awareness and sensitivity in service delivery; or other subject matter relevant serving and working with populations with diverse backgrounds and experiences, including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, low-income residents, unhoused persons, students, and other local demographics.
- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate. Maintain internal records for all employees on any EEO/CC related classes they have complete outside of the SCCL system.

Ensuring Culturally Appropriate Delivery of Services

- Ensure that programs are delivered through approaches, processes, and formats which are widely accessible and best meet the needs of a diverse community including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, seniors, low-income residents, unhoused persons, students, and other underrepresented populations.
- Evaluate feedback continually to improve service delivery; respond to consumer needs; and identify barriers or service gaps.
- Evaluate and continually improve the collection of intersectional data, (including gender and other appropriate allowable demographic data as described in the Cultural Competency Appendix), to analyze how various demographics utilize department programs and services; and confirm that access is equitable across diverse populations.
- Review customer complaint responses and staff disputes to ensure that conflict resolution processes are culturally sensitive and equipped with the appropriate tools and resources needed to prevent or identify and resolve cross-cultural conflict between staff members or between members of the public and staff.

DEPARTMENT-SPECIFIC ACCOMPLISHMENTS

- The Probation Department employs data-driven, results-based leadership principles and an intentional, community-based approach to carrying out its mission and advancing equity and inclusion in the probation and rehabilitation systems. The Department is committed to building trust within the community that it serves through culturally responsive programs, policies, community engagement and outreach efforts, while adhering to best practices in the field, including reducing out-of-home placements for probation clients.

- The Department has a robust internship program, partnering with UCSC, CSUMB, and San Jose State University. Several former interns are now employees. We will continue to participate in local high school, college and community events which focus on careers within the human service fields in order to promote employment with the Department through internship opportunities.
- We are very proud of the diversity represented in the Department at all levels of the organization. The workforce composition in 2022 was: Women 50%, Male 50%, Latinx 57%, White 32%, Black 5%, Asian 3%. This composition helps us achieve our goal of reflecting the community we serve.
- We pride ourselves in the diversity of the management team, with representation from the Latinx, White and Black ethnic groups. 60% of the sworn management team are people of color.
- The Department has long valued investment in its workforce to provide opportunities for growth, promotion, and capacity building and, as such, a larger percentage of the supervisory and leadership team are the result of internal promotions.
- The Department will continue to encourage promotional opportunities through extensive cross-training, frequently rotating assignments, and mentorships to assist staff with acquiring the skills, knowledge, and experience necessary to advance in their careers.
- The Department's highly effective recruitment strategies have successfully generated an exceptionally diverse workforce with utilization rates for people of color and women far exceeding the rates at which these groups are available in the local labor market. The Department is committed to continuing these practices.
- In order to assess whether our hiring practices continue to reflect the populations that we serve, we periodically review caseloads in both the Juvenile and Adult Divisions to evaluate the racial and ethnic composition and language needs.
- Nearly 50% of the Department's workforce is bilingual and bicultural which promotes linguistically and culturally relevant and appropriate service delivery to the Latino client base.
- The Probation Department requires Cultural Competency training for all staff every other year. This includes training for building competencies for working with LGBTQ, non-binary, and gender-expansive youth and adults. The Juvenile Hall Policy for Transgender and Intersex Young people requires that young people be allowed to self-identify at Intake and be afforded to opportunity to state their preferences. Additionally, to ensure safety, young people are afforded private hygiene/shower times and will have male and female staff present for transports. Medical and Behavioral Health are also consulted to ensure safety in the selection of the housing assignments
- The Probation Department holds a commitment to cross-sector collaboration. Our staff participate in Critical Incident Training and serve on multidisciplinary teams with law enforcement and behavioral health professionals in order to provide effective services to persons and clients with mental health issues.

- Race, Equity, Culture, and Inclusion Initiative. In 2021 the Department embarked on initiative with the Haywood W. Burns Institute for the purpose of common exposure to the impact of the criminal justice system on communities of color; common language and understanding of the terms and concepts of oppression, equity, anti-racism and increasing alignment and contributions to equitable system improvements.
- The Assistant Chief Probation Officer has completed the results count advanced practitioners' program and led strategic initiatives rooted in race equity in the department and the county. Additionally, this has led to much of the management team being trained in the "Results Count" framework to advance strategies that increase equitable opportunities for the under-represented populations we serve.
- The Department's management team completed the Santa Clara/Santa Cruz Results-Based Leadership Program which supports participants in recognizing and acting on disparities to address equitable opportunities.
- Through the RFP process, we require all contractors to demonstrate their capabilities to serve diverse populations. Contracts include the following language: *Contractor* will ensure that culturally, linguistically, cognitively, and developmentally appropriate and proficient services will be provided by assessing the effectiveness of service delivery within a culturally relevant and gender-affirming framework. Additionally, *Contractor* will ensure that access to services provides opportunities for young people to participate in activities that support their identity and development, including but not limited to transgender and intersex youth. Service framework includes gender-affirming, caring, and is supportive of the whole person.
- The Probation Department is considered an expert and model site with respect to reducing racial and ethnic disparities in the justice system. Policies and programs are continuously monitored and reviewed utilizing data-driven, evidence-based processes to promote and ensure that all similarly situated youth and adults are treated fairly and consistently across race and ethnicity.
- Managers make presentations and train other departments throughout the United States in cultural competency and data-driven decision-making and policy reform, as well as host site visits for interested agencies and departments.
- In 2019 and 2020 the Department was awarded four significant competitive grants totaling over \$9 million and partnered with the community to implement innovative programs designed to address disparities and system improvement.
- The department has conducted systems analysis in the adult and juvenile divisions via several research projects to discern root causes of inequities, identify strategies and target resources to address these causes, and perform race equity impact assessments for all its policies and decision-making to eliminate barriers and achieve equity within the department and within the community it serves.
- All client forms utilized by the Probation Department are in Spanish and English. Our juvenile hall has recently developed a handbook for youth in Spanish.

- The Probation Department continues to advance the work of developing racially and culturally responsive programming for our clients. Two examples of these efforts include the Aztecas Soccer Program and the FUERTE/Wraparound Program. The department staffs and support the Aztecas youth Soccer Program in Watsonville which uses soccer to reclaim the lives of at-risk Latinx youth who struggle with gangs, violence, and poverty in Santa Cruz County and the Pajaro Valley. The department also greatly expanded its FUERTE/Wraparound services which provide holistic, culturally responsive services for Latinx youth and their families in their homes and during hours which best serve the family needs.
- The department has enhanced court access for youth and families through hearing cases both in South and North County to create a more balanced accessibility for local families. This improved accessibility has resulted in fewer failure-to-appears in court. We have also added remote access for clients and families and our partners.
- Our on-going commitment to Equal Employment Opportunity and Cultural Competence is reflected in the attached work force distribution charts, as is our value to having a workforce that is as diverse as the population that we serve.

COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY AND CULTURAL COMPETENCE

The Probation Department is committed to the Board’s goal of valuing and promoting diversity, equal employment opportunity, and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.

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Fernando Giraldo
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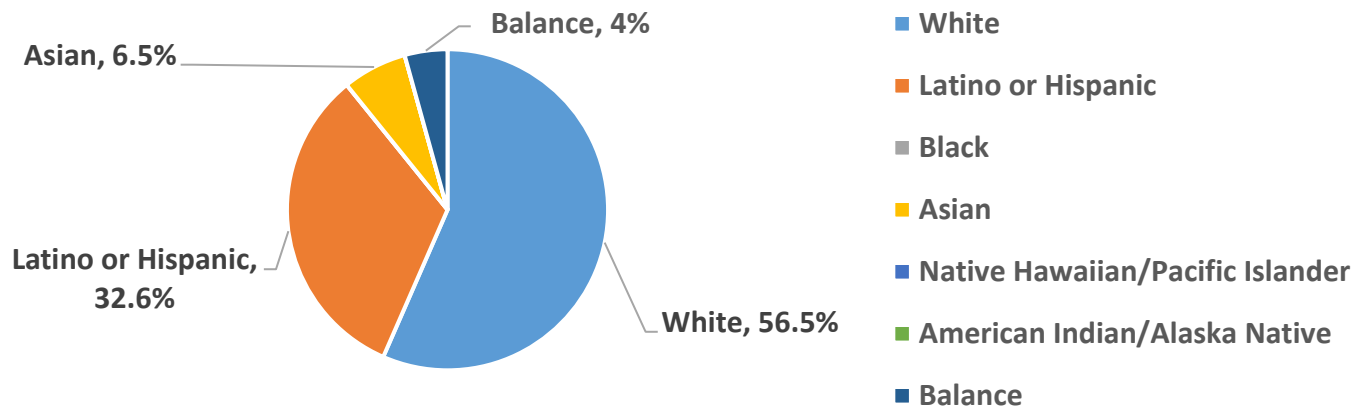
FERNANDO GIRALDO, Chief Probation Officer

7/8/2022

DATE

Office of the Public Defender

Workforce Percentage by Race – September 2022

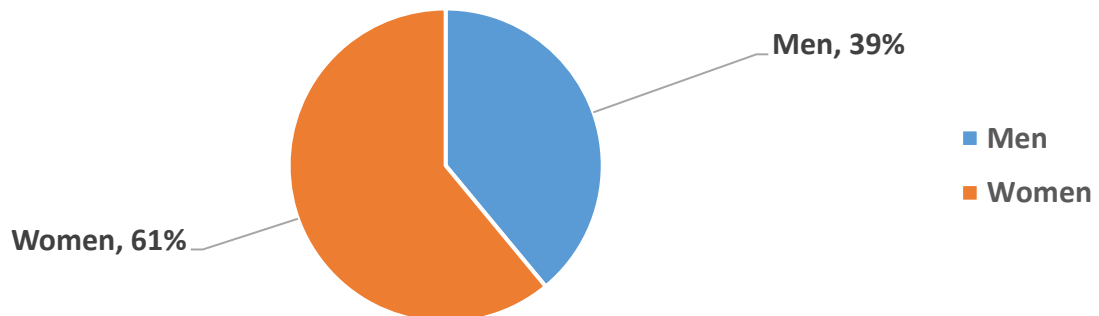


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	Not Available	Not Available	57% (26)
Black	Not Available	Not Available	0% (0)
Latino or Hispanic	Not Available	Not Available	33% (15)
*Asian	Not Available	Not Available	7% (3)
*American Indian/Alaska Native	Not Available	Not Available	0% (0)
*Native Hawaiian/Pacific Islander	Not Available	Not Available	0% (0)
*Balance	Not Available	Not Available	4% (2)
Women	Not Available	Not Available	61% (28)
Men	Not Available	Not Available	39% (18)
Total Employees	Not Available	Not Available	46

Data from previous years is unavailable because the Office of the Public Defender was established in July 2022.

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS

Pay Period 20 Ending 9/30/2022

SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	2	1	1	0	0	1	-1	0	0	0	0	1	1	0	0	0	0	0	0	1	1
ADMINS		50%	50%	56%	44%	50%	77%	0%	1%	0%	15%	50%	4%	0%	0%	0%	0%	0%	3%	50%	23%
PROF	28	15	13	2	-2	20	-2	0	0	5	2	1	-1	0	0	0	0	2	1	8	2
		54%	46%	46%	54%	71%	78%	0%	1%	18%	12%	4%	6%	0%	0%	0%	0%	7%	3%	29%	22%
TECH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0%	0%	52%	48%	0%	51%	0%	1%	0%	41%	0%	4%	0%	0%	0%	0%	0%	3%	0%	49%
PROT	6	1	5	-4	4	4	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0
SERV		17%	83%	84%	16%	67%	63%	0%	2%	33%	26%	0%	2%	0%	0%	0%	0%	0%	6%	33%	37%
PARA-	1	0	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1
PROF		0%	100%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%
ADMIN	9	1	8	-3	3	1	-4	0	0	7	4	1	1	0	0	0	0	0	0	8	4
SUPP		11%	89%	40%	60%	11%	61%	0%	1%	78%	29%	11%	5%	0%	0%	0%	0%	0%	4%	89%	39%
SK CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WORKERS		0%	0%	93%	7%	0%	56%	0%	0%	0%	40%	0%	2%	0%	0%	0%	0%	0%	1%	0%	44%
SVC &	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAINT		0%	0%	57%	43%	0%	38%	0%	1%	0%	55%	0%	4%	0%	0%	0%	0%	0%	2%	0%	62%
TOTAL	46	18	28	-7	7	26	-4	0	0	15	3	3	1	0	0	0	0	2	1	20	4
		39%	61%	54%	46%	57%	65%	0%	1%	33%	25%	7%	5%	0%	0%	0%	0%	4%	3%	43%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

**OFFICE OF THE PUBLIC DEFENDER
EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN
2022-2024**

PURPOSE

The Office of the Public Defender defends persons accused of crimes in Santa Cruz County who cannot afford to hire an attorney to defend them. The public defense services that our agency provides are required by the State and Federal Constitutions. We take seriously our responsibility to provide courageous, compassionate, client-focused representation to all our clients. We firmly believe that our clients are entitled to the same vigorous representation a client would receive if they could afford to hire an attorney at a respected private law firm. Our attorneys, investigators, social service caseworkers, and support staff have dedicated their careers to public defense and are honored to serve as defenders.

The Office of the Public Defender's mission is: "To courageously defend the accused. To demand equal justice for all. To empower our clients with inspired advocacy in the courtroom and community. We are on a mission to elevate public defense, one client at a time." Our vision is: "To lead the charge in transforming public defense to empower those we serve by honoring their experiences, amplifying their voices, and offering real solutions to the root causes of system involvement." Our work embodies our values: We are courageous, collaborative, client-focused, creative, compassionate, and culturally responsive. We are conscious of the inequities created by racism, classism, and privilege, sensitive to bias in ourselves, others, and the system, and dedicated to honoring each client's background, beliefs, and experiences.

The Office of the Public Defender includes six divisions—Legal, Investigations, Holistic Defense, Administrative, and Training, Equity & Development. The Executive Team includes the Public Defender, Chief Deputy Public Defender, Chief Investigator, Director of Holistic Defense, and Training, Equity & Development (TED) Director. The Training, Equity, and Development (TED) Division, led by our TED Director, is unique in its focus on embedding equity in every aspect of our work. The TED Director trains our defenders, embeds equity in the agency, leads Racial Justice Act litigation, and coordinates the agency's development through grants, partnership, and programs designed to enhance our public defense services. The TED Division includes the Training Team, Recruitment Committee, Mentorship Program Committee, and Diversity, Equity & Inclusion Committee, and Outreach Team.

The Office of the Public Defender provides community-based whole person defense. Our defense teams combine aggressive courtroom advocacy with a client-centered, interdisciplinary holistic model of public defense that addresses the circumstances that drive people into the criminal justice system and the consequences of that involvement. Our defenders offer comprehensive legal representation, social work support, and advocacy tailored to each client's unique experiences, goals, and needs.

Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Collaborate with Personnel to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups. Outreach efforts include attending

appropriate, field-specific job fairs, and outreach to professional associations and student organizations for under-represented groups (e.g., offices of diversity and inclusion, women's resource centers, etc.) at area universities, colleges, and any appropriate trade schools.

- Enhance recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community-organizations and organizations providing employment-related services to persons with disabilities, such as Community Options, HOPE Services, and student disability resource centers at area universities, colleges, and any appropriate trade schools.
- Maintain complete records of all recruitment and outreach efforts including department participation in community events, service activities and other engagement with diverse groups.

Hiring Procedures for a Diverse Workforce

- Ensure that oral boards and screening committees reflect the diversity of candidate pools and participants receive implicit bias training during oral board/screening committee orientation to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Design and implement a reporting system to monitor and measure EEO/CC Plan outcomes consistently. Review EEO/CC Action Steps and meet with the EEO Officer annually to assess outcomes, identify both accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.
- Align and integrate the department's EEO/CC Plan with the department's Strategic Plan to promote equity and overall organizational health and development.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Regularly review Departmental Workforce Composition and Utilization Analysis data (as provided by the EEO Office) to identify and address any significant disparities between local available workforce demographics as compared to the department's demographic composition.
- Evaluate the need for bilingual employees regularly to provide effective and culturally aware customer service.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, to promote their professional advancement through identifying appropriate professional development and training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Disseminate EEO and harassment prevention policies and expectations consistently and provide opportunities for staff to discuss confidentially and during annual staff meetings.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to diverse constituents.

- Encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Train department leadership to recognize potential EEO/CC issues and take appropriate, proportionate preemptive and corrective action, when needed. Evaluate managers and supervisors during annual performance evaluations on their effectiveness in addressing EEO/CC issues.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues.

Cultural Competence Action Steps

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that all written communications to the public (e.g., informational materials, publications, mass-emails, and web content) use 12 point or larger font and employ accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.
- Provide important public materials and information (such as materials on topics like hate crimes and domestic violence) in English and Spanish (and other languages, as needed), as well as through TTY/TDD as mandated by the Americans with Disabilities Act (ADA).
- Provide important public announcements in both Spanish and English and make translation services for other languages available, as needed, including for television/radio/online broadcasts, when feasible.
- Ensure accessibility of all County physical spaces and published materials for members of the public with disabilities. Screen all documents distributed electronically to ensure that they are accessible with screen reader software.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Encourage employees at all levels and require managers and supervisors to annually complete at least one SCCL course or other training related to nondiscrimination; establishing and enforcing a respectful workplace; communication styles and interpersonal skills; emotional intelligence; conflict management and resolution; generational differences; unconscious/implicit bias; workforce diversity and inclusion; cultural awareness and sensitivity in service delivery; or other subject matter relevant serving and working with populations with diverse backgrounds and experiences, including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, low-income residents, unhoused persons, students, and other local demographics.
- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate. Maintain internal records for all employees on any EEO/CC related classes they have complete outside of the SCCL system.

Ensuring Culturally Appropriate Delivery of Services

- Ensure that programs are delivered through approaches, processes, and formats which are widely accessible and best meet the needs of a diverse community including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, seniors, low-income residents, unhoused persons, students, and other underrepresented populations.
- Evaluate feedback continually to improve service delivery; respond to consumer needs; and identify barriers or service gaps.
- Evaluate and continually improve the collection of intersectional data, (including gender and other appropriate allowable demographic data as described in the Cultural Competency Appendix), to analyze how various demographics utilize department programs and services; and confirm that access is equitable across diverse populations.
- Review customer complaint responses and staff disputes to ensure that conflict resolution processes are culturally sensitive and equipped with the appropriate tools and resources needed to prevent or identify and resolve cross-cultural conflict between staff members or between members of the public and staff.

DEPARTMENT-SPECIFIC INFORMATION AND ACTION STEPS

- We employ a full-time Training, Equity & Development (TED) Director who leads a division that coordinates training for defense teams, embeds equity in operations and services, leads Racial Justice Act litigation, oversees recruitment, and develops opportunities to better serve clients through grants, partnerships, and innovative programs. This position is unique in the County and region as an Executive level position tasked with centering equity in the work of a public defense agency.
- We participate in at least one Diversity Career Fair at a local law school annually to attract diverse law students interested in working with the Office.
- We attend On-Campus Interviews (OCI), Alumni Career Fairs, and Public Interest Law Fairs at local law schools to recruit qualified candidates.
- We participate in mock trial, trial advocacy, and workshops at local law schools to provide students with direct exposure to careers in public defense.
- We collaborate with the Santa Cruz County Career Technical Education Partnership, Cabrillo College, UCSC, CUSMB, Santa Clara University, Stanford University, Monterey Peninsula College, Hastings Law School, and Monterey College of Law, with the assistance and support of the Personnel Department to establish connections with professors and students enrolled in criminal justice and legal coursework as a strategy for increasing exposure to and interest in public defense careers among local students.
- We use the "State Bar Certified Student" classification to attract potential law student and post-bar exam candidates.
- We use student internships and legal clerkships to recruit a workforce that reflects the diversity of our community.

- We offer bilingual materials and information and maintain a link to the County Personnel Department job opportunities website and the volunteer information website on our website.
- We require attorney staff to participate in ongoing mandatory training (MCLE), including in the areas of cultural competence and recognition and elimination of bias in the legal profession.
- We currently employ approximately 17 bilingual (English/Spanish) employees and 3 bilingual contractors in the Office of the Public Defender to provide services to the significant limited-English and monolingual Spanish-speaking client base we serve, including a front desk specialist and client coordinator to greet clients at both our Santa Cruz and Watsonville campuses.
- For clients who speak languages other than English and Spanish, we contract with an interpreter service and hire experts to serve our clients in their language of choice, including indigenous languages.
- We maintain a diverse workforce, with statistics produced by County Personnel as of September 2022 indicating the departmental workforce at that time was predominantly made up of three EEOC categories: White (57%), Latino/Hispanic (33%) and Asian (7%), and two genders: Women (61%) and Men (39%)
- We employ bilingual employees in various positions and at different organizational levels, including attorneys, investigators, social workers, client advocates, paralegals, and support staff, enabling us to communicate effectively with limited English-speaking witnesses and other community members and stakeholders.
- We maintain offices in Santa Cruz, Watsonville, and the Juvenile Hall in Felton to ensure that services are easily accessible to all our clients, including the significant Watsonville/South County population we serve. Our Watsonville office is open Monday through Friday during business hours and is staffed with a full range of defenders, from attorneys to social workers, investigators, and support staff.
- We offer outreach events to our North County and Watsonville/South County populations, including monthly Clean Slate Workshops and Meet the Public Defender events at both our Santa Cruz and Watsonville campuses.
- We encourage staff to participate in committees, commissions, Boards, teaching, and outreach opportunities throughout the community and touching on a variety of topics of interest to our diverse clients and stakeholders, including gender equity and cultural diversity.
- Our Early Representation Team provides equitable representation by visiting incarcerated clients before their first court date to listen, offer support, and find out how we can help. Because we have already met the client before the first court date, we are more prepared to begin investigation, hire experts, apply for services like residential or behavioral health treatment, and suggest alternative resolutions like restorative justice, collaborative courts, or diversion. We can also reach out to friends, family, and supporters and help tie up loose ends so that a client has something to return to when they are released.

- Our Clean Slate Project helps remove barriers to success by clearing up criminal records. Even a brief encounter with the criminal justice system can scar a person for life, making it difficult to get jobs, housing, public benefits, and immigration relief. One in three adults in this country has been arrested by age 23. People of color, LGBTQ+ individuals, people with histories of abuse and mental illness, and low-income people are disproportionately affected. Entanglement in the criminal justice system affects more than just the accused. Families suffer from a parent’s inability to get jobs, housing, and assistance and communities stagnate from entrenched poverty. Defenders in the Clean Slate Project provide comprehensive advocacy to help clients move forward.
- Our Project R.I.S.E. (Reentry, Integration, Support & Education) supports clients as they transition from incarceration back into their community. We understand how hard it can be to make a fresh start. Our team includes attorneys, social support advocates, and paralegals who create and support reentry plans that remove barriers to housing, employment, education, family reunification, and wellbeing.
- Our Truth Project sheds light on the true costs of criminal convictions, including immigration, professional licensing, and other consequences, and advises and advocates for better resolutions. A criminal conviction can have particularly serious consequences for noncitizens, resulting in deportation, inadmissibility, or denial of immigration relief. Our immigration attorney counsels clients regarding the consequences of criminal convictions on their immigration goals.
- The Office of the Public Defender has written and adopted a Commitment to Diversity, Equity & Inclusion. It reads: “Promoting diversity, equity, and inclusion in our agency, courtrooms, and community is critical to our mission. Diversity strengthens our organization by broadening our understanding of different experiences, viewpoints, and cultures and inspiring us to view issues from new angles. Cultivating an environment where everyone is treated fairly, all voices are heard, and every culture is celebrated gives us the foundation to do our best work. We understand that unjust systems harm our clients and community. Challenging these systems requires us to examine our own implicit biases and adopt model practices for mitigating harm, elevating voices that have been muted by prejudice, classism, or racism, and moving forward together in strength. Our Leadership Team includes a Director of Training, Equity and Development who supports our commitment to put equity at the center of our practices, both within our organization and in our roles as defenders and community leaders. We stand for racial equality, social change, and equal justice for all.” Our Commitment to Diversity, Equity & Inclusion guides our work.

COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY AND CULTURAL COMPETENCE

The Office of the Public Defender is committed to the Board’s goal of valuing and promoting diversity, equal employment opportunity and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.

DocuSigned by:

Heather Rogers

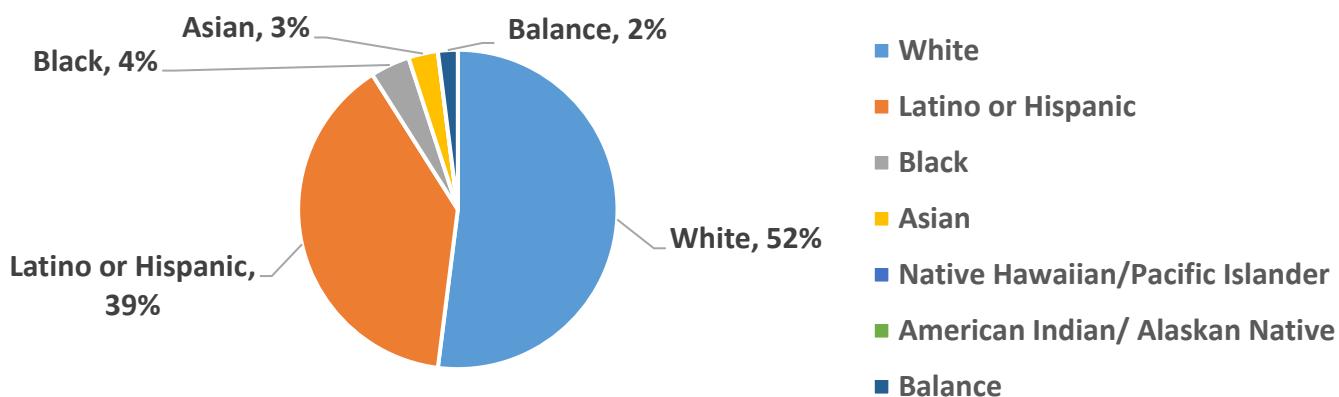
HEATHER ROGERS, Public Defender

10/17/2022

DATE

Sheriff-Coroner

Workforce Percentage by Race – September 2022

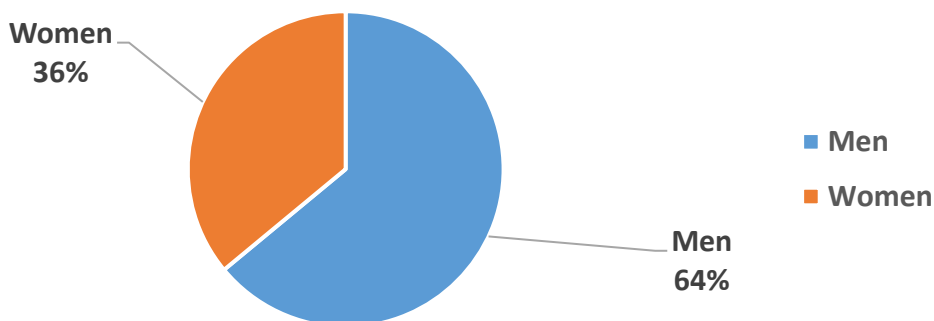


MULTI-YEAR COMPARISON OF DEPARTMENTAL WORKFORCE 2009-2022			
EEOC CATEGORY	12/31/2009	12/31/2014	9/30/2022
White	72% (242)	71% (216)	52% (171)
Black	2% (8)	2% (7)	4% (12)
Latino or Hispanic	20% (66)	21% (63)	39% (126)
Asian/Pacific Islander	5% (18)	6% (19)	N/A
*Asian	N/A	N/A	3% (10)
Native American	0% (1)	0% (1)	N/A
*American Indian/Alaska Native	N/A	N/A	0% (1)
*Native Hawaiian/Pacific Islander	N/A	N/A	0% (0)
*Balance	N/A	N/A	2% (6)
Women	35% (116)	30% (91)	36% (117)
Men	65% (219)	70% (215)	64% (209)
Total Employees	335	306	326

N/A= Not Applicable

*These EEOC categories were added in September 2016. Only employees hired since September 2016 have been able to self-identify as these categories, and no workforce data for these categories exists prior to their addition to the workforce statistics reports. Balance represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

Workforce Percentage by Gender – September 2022



WORKFORCE COMPOSITION AND UTILIZATION ANALYSIS

Pay Period 20 Ending 9/30/2022

SEP 30, 2022

EEOC CATEGORY	TOT EMP	TOT MALE	TOT FEMALE	CBSA* MALE	CBSA* FEM	WHT TOT	CBSA* WHT	BLK TOT	CBSA* BLK	HISP TOT	CBSA* HISP	ASN TOT	CBSA* ASN	AIAN TOT	CBSA* AIAN	NHPI TOT	CBSA* NHPI	BAL** TOT	CBSA* BAL**	POC TOT^	CBSA* POC TOT^
ELECTED	1	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFFICIAL		100%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
OFFICIAL	4	4	0	2	-2	3	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
ADMINS		100%	0%	56%	44%	75%	77%	0%	1%	25%	15%	0%	4%	0%	0%	0%	0%	0%	3%	25%	23%
PROF	27	11	16	-1	1	16	-5	0	0	8	5	1	-1	1	1	0	0	1	0	11	5
		41%	59%	46%	54%	59%	78%	0%	1%	30%	12%	4%	6%	4%	0%	0%	0%	4%	3%	41%	22%
TECH	42	28	14	6	-6	24	3	1	1	13	-4	3	1	0	0	0	0	1	0	18	-3
		67%	33%	52%	48%	57%	51%	2%	1%	31%	41%	7%	4%	0%	0%	0%	0%	2%	3%	43%	49%
PROT	216	162	54	-19	19	106	-30	11	7	89	33	6	2	0	0	0	0	4	-9	110	30
SERV		75%	25%	84%	16%	49%	63%	5%	2%	41%	26%	3%	2%	0%	0%	0%	0%	2%	6%	51%	37%
PARA-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROF		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ADMIN	36	3	33	-11	11	21	-1	0	0	15	5	0	-2	0	0	0	0	0	-1	15	1
SUPP		8%	92%	40%	60%	58%	61%	0%	1%	42%	29%	0%	5%	0%	0%	0%	0%	0%	4%	42%	39%
SK CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WORKERS		0%	0%	93%	7%	0%	56%	0%	0%	0%	40%	0%	2%	0%	0%	0%	0%	0%	1%	0%	44%
SVC &	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAINT		0%	0%	57%	43%	0%	38%	0%	1%	0%	55%	0%	4%	0%	0%	0%	0%	0%	2%	0%	62%
TOTAL	326	209	117	33	-33	171	-41	12	9	126	44	10	-6	1	1	0	0	6	-4	155	41
		64%	36%	54%	46%	52%	65%	4%	1%	39%	25%	3%	5%	0%	0%	0%	0%	2%	3%	48%	35%

* Core-Based Statistical Area (CBSA) percentage data populated by the ACS 2014-2018 EEO-ALL06R Report - associated employee count represents the number of employees that would represent that percentage of the total current employee count for that job classification. Numbers above the percentages represent the difference between the actual number of staff members and the expected number of staff members representative of the CBSA percentage, with negative numbers reflecting under-utilization, positive numbers reflecting over-utilization and zero reflecting proportionate utilization.

**Balance (BAL) represents the balance of not Hispanic or Latino individuals who do not fit into any other categories; and two or more races.

^POC represents "People of Color"

**SHERIFF-CORONER
EQUAL EMPLOYMENT OPPORTUNITY & CULTURAL COMPETENCE PLAN
2022-2024**

PURPOSE

Pursuant to State law, the Sheriff serves as the chief law enforcement officer of the County. The Sheriff enforces State law and County ordinances within the unincorporated area of the County and is responsible for preserving the peace.

The Sheriff provides patrol services and performs crime scene investigations within the unincorporated area of the County, operates the County's various detention facilities, provides security for the court system, manages the County's program for the burial of indigents, serves County-mandated civil process, and, as Coroner, conducts investigations into the cause of death in many circumstances.

The Sheriff's Office has established community service centers in several unincorporated areas, including Live Oak, Aptos, Freedom, and the San Lorenzo Valley. These service centers promote community policing through a closer working relationship with neighborhood residents and businesses.

Equal Employment Opportunity Action Steps

Recruitment/Outreach for a Diverse Workforce

- Collaborate with Personnel to develop and implement targeted, job-specific outreach plans to widely promote open positions to diverse groups. Outreach efforts include attending appropriate, field-specific job fairs and training programs, including the Santa Cruz County Career Technical Education Partnership as well as outreach to professional associations and student organizations for under-represented groups (e.g., offices of diversity and inclusion, women's resource centers, etc.) at area universities, colleges, and any appropriate trade schools.
- Enhance recruitment efforts and programs to employ persons with disabilities, including distribution of employment opportunity listings to community-organizations and organizations providing employment-related services to persons with disabilities, such as Community Options, HOPE Services, and student disability resource centers at area universities, colleges, and any appropriate trade schools.
- Maintain complete records of all recruitment and outreach efforts including department participation in community events, service activities and other engagement with diverse groups.

Hiring Procedures for a Diverse Workforce

- Ensure that oral boards and screening committees reflect the diversity of candidate pools and participants receive implicit bias training during oral board/screening committee orientation to ensure the application of objective, merit-based criteria in hiring decisions.

EEO/CC Plan Revision/Implementation/Evaluation

- Design and implement a reporting system to monitor and measure EEO/CC Plan outcomes consistently. Review EEO/CC Action Steps and meet with the EEO Officer annually to assess outcomes, identify both accomplishments and areas requiring improvement, and work with the EEO Officer to develop potential options and strategies to address those areas.
- Align and integrate the department's EEO/CC Plan with the department's Strategic Plan to promote equity and overall organizational health and development.

Maintaining a Diverse Workforce with Equal Employment and Advancement Opportunity

- Regularly review Departmental Workforce Composition and Utilization Analysis data (as provided by the EEO Office) to identify and address any significant disparities between local available workforce demographics as compared to the department's demographic composition.
- Evaluate the need for bilingual employees regularly to provide effective and culturally aware customer service.
- Promote diversity at all levels of the organization by mentoring employees, including those belonging to traditionally under-represented groups, to promote their professional advancement through identifying appropriate professional development and training opportunities and communicating the requisite skills and experience for advancement. Incorporate professional development as a topic of discussion within employee evaluations and regular staff meetings, as appropriate.
- Disseminate EEO and harassment prevention policies and expectations consistently and provide opportunities for staff to discuss confidentially and during annual staff meetings.
- Encourage employees to provide feedback on improving internal systems, processes, and service delivery to diverse constituents.
- Encourage employees to provide feedback on improving workplace inclusivity and cultural competence.
- Train department leadership to recognize potential EEO/CC issues and take appropriate, proportionate preemptive and corrective action, when needed. Evaluate managers and supervisors during annual performance evaluations on their effectiveness in addressing EEO/CC issues.
- Promptly investigate and collaborate with the EEO Officer to address internal or external complaints related to EEO/CC issues.

Cultural Competence Action Steps

Promoting Accessibility in Communications and Physical and Virtual Spaces

- Ensure that all written communications to the public (e.g., informational materials, publications, mass-emails, and web content) use 12 point or larger font and employ accessible design and plain language principles to promote clear communication to readers with diverse backgrounds and disabilities.

- Provide important public materials and information in English and Spanish (and other languages, as needed), as well as through TTY/TDD as mandated by the Americans with Disabilities Act (ADA).
- Provide important public announcements in both Spanish and English and make translation services for other languages available, as needed, including for television/radio/online broadcasts, when feasible.
- Ensure accessibility of all County physical spaces and published materials for members of the public with disabilities. Screen all documents distributed electronically to ensure that they are accessible with screen reader software.

Training

- Ensure that all staff timely complete mandated harassment and abusive conduct prevention training and ensure that all employees are familiar with the discrimination complaint process.
- Encourage employees at all levels and require managers and supervisors to annually complete at least one SCCL course or other training related to nondiscrimination; establishing and enforcing a respectful workplace; communication styles and interpersonal skills; emotional intelligence; conflict management and resolution; generational differences; unconscious/implicit bias; workforce diversity and inclusion; cultural awareness and sensitivity in service delivery; or other subject matter relevant serving and working with populations with diverse backgrounds and experiences, including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, low-income residents, unhoused persons, students, and other local demographics.
- Share scheduling information for any facilitated trainings with appropriate staff and incorporate specific training assignments into all employees' professional development plans as appropriate. Maintain internal records for all employees on any EEO/CC related classes they have complete outside of the SCCL system.

Ensuring Culturally Appropriate Delivery of Services

- Ensure that programs are delivered through approaches, processes, and formats which are widely accessible and best meet the needs of a diverse community including immigrant populations, indigenous populations, bilingual and limited-English communities, persons with disabilities, seniors, low-income residents, unhoused persons, students, and other underrepresented populations.
- Evaluate feedback continually to improve service delivery; respond to consumer needs; and identify barriers or service gaps.
- Evaluate and continually improve the collection of intersectional data, (including gender and other appropriate allowable demographic data as described in the Cultural Competency Appendix), to analyze how various demographics utilize department programs and services; and confirm that access is equitable across diverse populations.
- Review customer complaint responses and staff disputes to ensure that conflict resolution processes are culturally sensitive and equipped with the appropriate tools and resources needed to prevent or identify and resolve cross-cultural conflict between staff members or between members of the public and staff.


DEPARTMENT-SPECIFIC INFORMATION AND ACTION STEPS

- Implement 21st century policing principles to establish trust, cooperation, and positive relationships with diverse populations, especially those demographics with a disproportionate representation within the criminal justice system, through extensive community outreach and engagement, community-based policing, transparent communication, and continuous professional development.
- Continue participation in the administrative review process to promote and ensure equal employment opportunity. The Office strives to recruit, hire, and maintain a qualified and diverse workforce to serve Santa Cruz County residents. Notably, within the historically male-dominated Protective Services professional category, the Sheriff's Office has greatly improved the representation of women in recent years. The Office's current representation of women within Protective Services job classes exceeds the representation of women in the local available workforce by 11%.
- Continue to offer a "Youth Academy" to provide local youth with an inside look and in-depth exposure to a range of law enforcement careers, responsibilities, and functions.
- Review outreach/recruitment team efforts and activities on a quarterly basis to assess their effectiveness in accessing a broad representation of the local community in terms of age, gender, race, ethnicity, and disability.
- Continue to post information about job openings, testing requirements, and links to the County's employment services website on the Office's website.
- Mentor and encourage interested staff to pursue opportunities for advancement, including promoting from Corrections to Deputy positions. The Office will explore the addition of rotating shifts and short-term assignments to assist staff with family and caregiving responsibilities to obtain the cross-training, skills, and experience necessary to promote from Sergeant to Lieutenant positions.
- Continue to participate in the Santa Cruz County Sheriff's Activity League (SAL) which is dedicated to providing a common meeting ground for deputies, citizens, and youth of Santa Cruz County with a focus on leadership, sports, educational, and recreational activities. The League's objectives are to foster faith in American principles and in the traditions of sportsmanship, good will and friendship among local youth and to promote a constructive relationship between youth and the Sheriff's Office.
- Maintain a substantial group of volunteers and interns from diverse backgrounds, in terms of age, gender, race, disability, and ethnicity, to assist the Sheriff's Office programs and its five satellite field offices.
- Continuously review applicant screening processes to eliminate barriers to employment and remove criteria and qualifications from job specifications that are not job-related or consistent with business necessity. For example, the Office removed successful completion of a six-foot wall obstacle from the Sheriff's Deputy Trainee testing and selection process because it served to disparately impact and screen out female candidates.

- Continue to provide Spanish language training resources to employees. At minimum, annually survey and review bilingual staffing needs for linguistically appropriate service delivery.
- Require all staff to complete cultural competence and sensitivity training within the first six months of hire to promote effective service delivery to significant local demographic groups with respect to race, ethnicity, age, gender, income, sexual orientation, gender identity, gender expression, and disability, including a substantial unhoused population and persons with mental illness and substance use disorders.
- Review EEO policies with new employees at departmental orientations.
- Designate bilingual and/or bicultural employees and volunteers to provide direct services to consumers, as needed.
- Train employees on appropriate service delivery to diverse populations within the first six months of hire and promote continuous education and professional development through requiring “refresher” training at appropriate intervals.
- Conduct targeted outreach to diverse sectors of the community by attending law enforcement job fairs; distributing job bulletins to local criminal justice educational programs and student organizations and professional associations for women, people of color and people with disabilities; and attending at least two career days at local high schools annually.
- Provide informational materials and public service announcements in both Spanish and English and make translation services for other languages available, as needed, including for television and radio broadcasts, when feasible.

**COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY
AND CULTURAL COMPETENCE**

The Sheriff’s Office is committed to the Board’s goal of valuing and promoting diversity, equal employment opportunity and cultural competence as set forth in the County Equal Employment Opportunity and Cultural Competence Plan.

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MITCHELL MEDINA, Undersheriff

7/18/2022

DATE

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SECTION V

DISSEMINATION PLAN

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SECTION V

DISSEMINATION PLAN

The County of Santa Cruz is committed to ensuring that both its Equal Employment Opportunity/Nondiscrimination Policy (“Policy Statement”) and its Equal Employment Opportunity and Cultural Competence Plan (“EEO/CC Plan”) are widely distributed, accessible, and easy to understand for County employees, applicants, and community members. To serve and achieve these objectives, the County has developed the following dissemination plan:

A. INTERNAL DISSEMINATION FOR COUNTY STAFF

1. Policy Statement

- a. The County’s written EEO/Nondiscrimination Policy is outlined and explained within departmental employee handbooks.
- b. The County’s EEO/Nondiscrimination Policy is provided to all new employees in brochure format at employee in-processing and is a component of the County’s Supervisory Academy training module on EEO/Harassment Prevention.
- c. The County’s EEO/Nondiscrimination Policy is set forth in full in Santa Cruz County Personnel Regulation 191.1, available to all employees through the County’s Intranet system.

2. EEO/CC Plan

- a. The EEO/CC Plan will be made available on the County’s website as an attachment to the Board of Supervisors’ agenda for the meeting during which it was presented.
- b. The EEO/CC Plan will be made available on Personnel’s EEO Division web page.
- c. Each department shall be provided with a hard copy of the EEO/CC Plan, which shall be made available upon request to department employees for their review.

3. Posters

Department bulletin boards display updated labor law posters describing applicable Federal, State and local nondiscrimination laws, administrative agency guidelines, and policies.

4. Training

- a. The EEO Officer will review the EEO/Nondiscrimination Policy and departmental EEO and cultural competence benchmarks and objectives with each department head.

SECTION V - DISSEMINATION PLAN

- b. The EEO Officer will meet periodically with each department's EEO, sexual harassment and ADA liaisons to assess progress and provide updates on federal and state nondiscrimination laws, the EEO/Nondiscrimination Policy, and the EEO/CC Plan.
- c. Managers and supervisors will receive training on the EEO/Nondiscrimination Policy and the EEO/CC Plan through the County Training Program's Supervisory Academy.
- d. The EEO Officer will provide employee training on EEO/Nondiscrimination policy, harassment prevention, diversity and inclusion, abusive conduct, and other EEO-related content in accordance with state and federal training requirements.
- e. The EEO Officer will provide a list of training courses to employees and departments upon request which are applicable to EEO issues and topics and available to all County employees through Santa Cruz County Learns (SCCL).

B. EXTERNAL DISSEMINATION

1. Policy Statement

- a. The EEO/Nondiscrimination Policy is set forth in full in County Personnel Regulations Section 191.1, available on the Internet.
- b. The EEO/Nondiscrimination Policy is available on the Personnel Department's EEO Division Webpage.

2. EEO/CC Plan

- a. The EEO/CC Plan will be available to the public for review upon request in the Personnel Department.
- b. The EEO/CC Plan will be distributed to the main branches of the Santa Cruz Public Library, Watsonville Public Library, and the Santa Cruz County Law Library.
- c. The EEO/CC Plan will be provided to each labor union or representative of workers with which the County of Santa Cruz has a collective bargaining or other labor agreement.
- d. The EEO/CC Plan will be made available to the public on the Personnel Department's EEO Division Webpage.
- e. The EEO/CC Plan will be made available electronically to the County EEO Commission, the Latino Affairs Commission, the Commission on Disabilities, and the Women's Commission.

SECTION V - DISSEMINATION PLAN

3. Posters

Posters specifying Federal, State and local nondiscrimination laws and policies will be displayed for the public's consideration within the basement of the Government Center.

4. Outreach

- a. Personnel staff will educate all outreach, recruitment and referral sources about the County's EEO/Nondiscrimination Policy and EEO/CC Plan and enlist these sources to actively recruit and refer qualified applicants from all sectors of the community, including members of protected classes.
- b. All County recruitment publications contain the statements, "Santa Cruz County is an Equal Opportunity Employer" and "Women, People of Color and Individuals with Disabilities are encouraged to apply."
- c. Newly posted position descriptions will be reviewed by the Latino Affairs Commission, the Commission on Disabilities and the Women's Commission and shared with their communities as appropriate.

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SECTION VI : APPENDIX

CULTURAL COMPETENCE DEFINITIONS, STANDARDS, & GUIDELINES

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APPENDIX

CULTURAL COMPETENCE PLANNING ADVISORY COMMITTEE DEFINITIONS, STANDARDS & GUIDELINES

In 2003, The Board of Supervisors extended the Cultural Competence Standards beyond community programs and implemented appropriate guidelines for County departments.

The Cultural Competence Planning Advisory Committee, comprised of County employees (primarily from the Human Services Agency), County Commission representatives, several local community programs and an outside consultant set forth the following Cultural Competence Definitions, Standards and Guidelines:

A. Cultural Competence Definitions

1. *Access*: The availability and utilization of all services to potential consumers in the organization's service area.
2. *Culture*: Integrated patterns of human behavior that include the language, communications, actions, customs, beliefs, values and institutions of particular groups. Factors influencing cultural groups include race, ethnicity, national origin, gender, gender identity, sexual orientation, age, disability, physical appearance, religion, spirituality, class/socioeconomic status, language, acculturation, education, art, music, and politics. Individuals may be affiliated with more than one group.
3. *Competence*: A required level of knowledge, skills and experience.
4. *Cultural Competence*: A set of skills, knowledge, behaviors, attitudes and policies that enables a system or organization to function effectively in cross-cultural situations.
5. *Standards*: The collective set of mandates, guidelines and recommendations intended to inform, guide, and facilitate required and recommended practices designed to ensure culturally competent services.

B. Cultural Competence Standards and Guidelines

The Board directed all County departments to implement the following Cultural Competence Standards and Guidelines as appropriate, based on the nature of their services and consumer bases. Departments that primarily provide direct client services (Human Services Department, Health Services and Probation) may have more detailed CC plans. With the development of this Countywide EEO/CC Plan, the remaining departments have formalized their existing CC practices, and articulated goals and strategies for improving their cultural competence to ensure efficient and effective services.

1. *Cultural Competence Planning*

a. Standard

Each department shall develop and integrate a Cultural Competence Plan to assure attainment of cultural competence within manageable but concrete timelines. The Plan shall include measures related to the standards in each of the following Cultural Competence domains: Organizational Management and Staffing, Evaluation, Data and Information Systems and Service Delivery.

b. Guidelines

- i. Each department shall conduct initial and ongoing self-assessments of Cultural Competence-related activities and integrate cultural and linguistic competence-related measures into internal audits, performance improvement programs, client satisfaction assessments and outcome-based evaluations.
- ii. The Cultural Competence Plan:
 - Is developed with the participation of administrators, managers, front-line staff, consumers and/or their families, and community stakeholders;
 - Designates individuals at the executive and mid-management levels with responsibility for and authority to monitor implementation of the Cultural Competence Plan;
 - Includes a process for integrating the Cultural Competence Plan and incorporating the principles of cultural competence into all aspects of departmental strategic planning and in any future planning process;
 - Includes a process for determining unique regionally-based knowledge, needs and socio-economic factors within the communities/populations served using existing agency databases, surveys, community needs assessments, community forums and key informants;
 - Identifies service modalities and systems appropriate and acceptable to the cultural communities served;
 - Ensures identification and involvement of community resources, for purposes of integrated consumer support and service delivery;
 - Assures cultural competence at each level of service;
 - Includes adequate and culturally diverse staffing and minimal skill levels (including gender, ethnicity and language as well as licensing, certification and credentialing) for all volunteers and staff at all levels;
 - Ensures development of a plan to integrate ongoing training and staff development; and
 - Includes ongoing monitoring of indicators to assure equal access, comparability of services, and outcomes across all services provided by the department.

2. *Organizational Management and Staffing*

a. Standard

All levels of the department, including management and staff, shall be:

- i. Representative of community demographics: When appropriate, departmental composition shall be proportionally representative of the consumer populations to be served.
- ii. Knowledgeable: The department shall implement training and development in the area of cultural competence at all levels.
- iii. Accountable : Employees at all levels shall be held accountable for the successful implementation of the Cultural Competence Plan.

b. Guidelines

Each department shall:

- i. Specify the skills and knowledge needed to provide culturally competent services to the population it exists to serve in job descriptions and job announcements, and base recruitments upon this information.
- ii. Promote, support and encourage visibility of all cultural groups, and effectively communicate an inclusive, non-discriminatory workplace environment.
- iii. Establish comprehensive, easily accessible, culturally and linguistically appropriate procedures to identify, prevent and resolve cross-cultural conflicts.
- iv. Identify resources, including agreements with other agencies or departments for cross-agency training, to train staff, volunteers and management on cultural competence.
- v. Implement training and development in the area of cultural competence at all levels and across disciplines. The cultural competence training shall be incorporated into the ongoing organization staff training plan and tracked annually.
- vi. Suggested curriculum and/or training topics include¹:
 - Factors which define cultural differences among and between cultural populations, including differences related to history, traditions, customs, values, belief systems, national origin, acculturation and migration patterns, reasons for immigration, dialect and language fluency, race, color, creed, ancestry, marital status, ethnicity, gender, sex, gender identity, sexual orientation, age, disability, physical appearance, religion, spirituality, class/socioeconomic status, education and health;
 - Unique stressors, such as war, trauma, violence socioeconomic status, political unrest, aspects of cultural survival and maintenance, racism and discrimination;
 - The effects of acculturation on individuals;
 - The influence of class, ethnicity, social status and other factors upon behavior, attitudes, values and belief systems;
 - Dynamics of language use, including conceptual frameworks of monolingual and bilingual individuals, nuances of verbal and nonverbal language, speech patterns, communication styles and literacy level;
 - Issues of stigma specific to various groups and subgroups;
 - Other culturally based behaviors and/or circumstances, including help-seeking behaviors, varying individual responses to medications, and the role and manifestation of spiritual or traditional beliefs;
 - Assessment tools, their limitations and how to tailor their use to better serve various cultural groups;

¹ Note that some of these factors will apply more to departments that provide direct client services, such as the Health Services Agency, Human Services Department, Probation, and Child Support Services.

- Practical strategies for adapting service delivery to various cultural groups;
 - Strategies for recruiting and retaining culturally diverse County employees.
- vii. Target employment recruitment, retention and promotion strategies to populations reflective of community demographics. Implement incentives, such as differential pay rates for specialized skills in cultural and linguistic (bilingual) competence, designed to attract those capable of providing culturally competent services. Retain documentation of all employment recruitment, retention and promotion strategies.
 - viii. Report progress implementing the CC Plan to the Board of Supervisors in the Annual EEO Report. Once all departments have implemented their Cultural Competence Plans, the EEO Office and the most relevant departments will report continued cultural competence developments.

3. *Evaluation*

a. Standard

Each department shall evaluate its implementation of and results from its Cultural Competence Plan, and the EEO Office will work with each department's implementation of and compliance with its Cultural Competence Plan as necessary.

b. Guidelines

Each department shall:

- i. Develop CC teams comprised of managers, staff and consumers to review data from quality indicators relating to diverse cultural populations.
- ii. Establish procedures to identify and address the root causes of deficiencies in the provision of culturally competent services.
- iii. Departments that provide direct client services shall complete consumer satisfaction surveys, including consumers who have left the department before receiving all the services they wanted or needed. The survey shall be conducted in various formats to facilitate the participation of consumers from all cultural groups.
- iv. Develop criteria to identify distinct service needs of culturally diverse populations.
- v. Track client/consumer movement within levels of service, the use of intrusive, specialized or restrictive interventions, and unusual occurrences by cultural groups, and specific provider, and institute sanctions for both favorable and unacceptable performances.
- vi. Identify consumers who utilize a significant number of resources, and review and adapt programs and/or services to more effectively address their needs.
- vii. Maintain a record of all appeals, grievances, lawsuits and informal complaints related to employment actions, differentiated by protected status/cultural group (e.g., sex, ethnicity, disability, sexual orientation, age, etc.) of both the complainant and the accused.

- viii. Document outreach strategies, services and other service activities.
- ix. Evaluate staff training for effectiveness in increasing cultural competence.

4. *Data and Information Services*

a. Standard

Each department shall collect and analyze data to inform decisions and demonstrate progress toward implementation of its CC Plan.

b. Guidelines

- i. Departments that provide client services shall collect and integrate into their management information systems data on the race, ethnicity, socioeconomic status, language/linguistic proficiency, age, gender, gender identity, sexual orientation, disability and geographic community of those clients who agree to disclose such information, and shall develop a system to track and code multiple subgroups within cultural groups and those of mixed race/ethnicity. In addition, in regards to services and programs:
 - (A) Departments shall collect disaggregated gender information for their services and programs.
 - (B) Departments serving the low-income community that report serving men and women equally should review outreach efforts to determine whether there are impediments to low income women accessing the programs.
 - (C) Future gender survey efforts should include County contracted service agencies, *to the extent permitted by law.*²
- ii. Maintain data on utilization and outcomes for all clients/consumers across all levels of care, ensuring comparability of services (aggregated by programs), access and outcomes.
- iii. Collect and integrate into the department's management information systems data on staff demographics, including race, ethnicity, disability, gender, age and spoken and written language capacity, of those employees who agree to disclose such information.
- iv. Track data on staff positions and duties to ensure that culturally appropriate services are provided to clients/consumers.
- v. Maintain records of employee cultural competence training.

5. *Service Delivery*

a. Standard

The department's services shall be culturally:

- i. Accessible: Departments shall ensure that all potential consumers are able to use all services they provide.
- ii. Appropriate: Departments shall ensure that consumers receive effective, understandable service provided in a manner compatible with their cultural beliefs and practices and preferred language.

² Proposition 209 prohibits use of race, sex or ethnicity in considering public contracting.

- iii. Representative: Consumer demographics shall be representative of the department's services and geographic area.

b. Guidelines

Each department shall:

- i. Demonstrate knowledge of the socioeconomic and other issues of various cultural groups in the relevant service area .
- ii. Conduct regular needs assessments utilizing respondents from a wide range of cultural groups and adapt and change program services based on identified needs.
- iii. When not legally prohibited, ensure that legal documentation for immigrant groups is not required for service and does not serve as a barrier to service access.
- iv. Provide culturally inviting environments (e.g., appropriate decor & cultural symbols) as measured by consumer satisfaction surveys.
- v. Develop collaborative partnerships with cultural communities and providers that serve specific cultural groups and facilitate community and consumer involvement in designing and implementing culturally competent services. Develop and maintain relationships with community organizations and groups, and participate in community forums, neighborhood meetings and/or community cultural functions.
- vi. Provide both verbal offers and written notices in both English and Spanish (or other languages if available) when informing consumers/ clients of any legal right to receive language assistance services.
- vii. Provide language assistance services, including competent bilingual staff and interpreter services, and/or TTY services, at no cost to consumers at important points of contact. Family and friends may be used only when preferred by the client.
- viii. Make important materials for clients easy to understand and post signage in the language of the most commonly served groups represented in the service area.
- ix. Locate services in areas readily accessible to and actively market services to a wide range of cultural groups in the community.
- x. Develop culturally and linguistically appropriate conflict resolution processes to identify, prevent and resolve cross-cultural conflicts or consumer complaints.

ACKNOWLEDGMENTS

The EEO Office recognizes and appreciates the significant contributions of the Santa Cruz County Equal Employment Opportunity Commissioners in developing this EEO and Cultural Competence Plan and their commitment to promoting equal employment opportunity, diversity and inclusion, and cultural competence in County governance.

Current members of the EEO Commission who served during this Plan's development are as follows:

Isabel Alvarado Dees
Patrice Edwards
Patrick Garcia
Nancy Gordon
Dawn Harker
Carlos Landaverry
Deena Pais
Paula Ann Samarron
Carol Turley
Jeff Ursino

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Finally, the EEO Office thanks the Board of Supervisors, the County Administrative Office, and the department directors for their shared vision and purpose in advancing equal employment opportunity and cultural competence and their continued support for the work of the EEO Office. Their dedication to setting the bar high in terms of standards and objectives is reflected throughout this EEO and Cultural Competence Plan and embodies operational excellence within local government.

Mitsuno Baurmeister, *Equal Employment Opportunity Officer*
December 2022

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