

Practices to Advance Racial Equity in Workforce Planning



Practices to Advance Racial Equity in Workforce Planning

Purpose of this “Living” Document

The purpose of this document is to lift up promising practices that may be applied in support of increasing equity in our hiring, promotion and retention practices and policies. The intended audience includes HR and EEO managers, hiring officials, recruitment specialists, and anyone interested in ideas to support more equitable hiring and workforce promotion and retention practices. In 2021, following one additional internal opportunity for review, the document will be shared more broadly with members of the Capitol Collaborative on Race and Equity and other organizational members of the Government Alliance on Race and Equity (GARE).

About the CalEPA Racial Equity Team

A team of about 20 staff and managers representing all of CalEPA’s Boards, Departments and Offices (BDOs) participated in a learning year with GARE in 2018—taking part in regular training, conducting a self-assessment of the organization and developing the [CalEPA Plan to Achieve Racial Equity](#). In 2019, a 20-person CARB cohort and a 20-person cohort representing all other BDOs focused on more training, data gathering and implementation. The team is guided by executive sponsors representing most of the BDOs. [Yana Garcia](#), Deputy Secretary for Environmental Justice, Tribal Affairs and Border Relations is the founding Executive Sponsor for the team.

The sub-team on Workforce Equity, initially led by Kevin Olp and currently by [Lily Wu](#), Staff Toxicologist at Office of Environmental Health Hazard Assessment, is made up of members from all BDOs.

In 2019, the Workforce Equity team, in response to a request from Water Boards Member and Executive Sponsor Laurel Firestone, began an effort to compile recruitment, hiring, and interview practices designed to help strengthen our workforce by broadening the scope of outreach to target applicants; hiring candidates with more diverse skill sets; and increasing objectivity in hiring. Also included are longer-term practices focused on retention, training and development (promotion). The practices are provided as five different interventions focusing on recruitment, hiring, screening, interviewing and long-term initiatives that have been used by other members of the GARE network (<https://garemembers.racialequityalliance.org/home>), including the California Coastal Commission and Housing and Community Development (HCD), which are part of the Capitol Collaborative on Race and Equity.

Process to Develop, Refine and Maintain this “Living” Document

We acknowledge and appreciate the extensive and excellent feedback on this document provided by the CalEPA Racial Equity team, and the human resources and

Practices to Advance Racial Equity in Workforce Planning

program managers and staff of CalEPA's BDOs. All BDOs were invited to provide feedback after the Workforce Equity sub-team co-leads (Kevin Olp and Lily Wu) met with executives and HR staff of the BDOs during the summer of 2019. Feedback was collected and incorporated.

Additional feedback or practices on the current version may be emailed to the Workforce Equity lead, [Lily Wu](#). This report is a "living document" that is adjusted incrementally. Revisions and additions are made as new information is gained through the application of these processes and practices.

Table of Contents

Purpose of this “Living” Document 2

About the CalEPA Racial Equity Team..... 2

Process to Develop, Refine and Maintain this “Living” Document 2

Why Racial Equity at CalEPA? 6

Equity and California’s Merit Principle..... 8

Practices to Advance Racial Equity 10

Recruitment 11

 R1 | Posting Practice 11

 R2 | Outreach Practice..... 11

Hiring Package – Vacancy Announcement / Duty Statement 12

 H1 | Value Statement Practice 12

 H2 | Desirable Qualifications Practice 14

 H3 | Selecting Civil Service Classifications 15

Screening by Human Resources / Hiring Managers..... 16

 S1 | Statement of Qualifications (SOQ) Practice 16

 S2 | Screening Practice 17

 S4 | Redaction Practice 18

Interviews 18

 I1 | Panel Practice 18

 I2 | Question and Simulation Practice 19

 I3 | Feedback to Interviewees 20

 I4 | Implicit Bias Training 21

Training and Development (T&D) / Retention..... 21

 TD1 | Training and Development 22

 TD2 | Individual Development Plan (IDP) 22

 TD3 | Affinity Groups 23

 TD4 | Ombudsman..... 24

 P1 | Feedback 25

 P2 | Project Management Opportunities 26

Practices to Advance Racial Equity in Workforce Planning

Long-term Initiatives for CalEPA and BDOs	26
LI1 Addressing the resource need early	26
LI2 Paradigm shift in hiring outreach efforts	27
LI3 Branding Our Work and Organizations.....	27
LI4 Apply a Racial Equity Lens to Hiring	28
Appendix A: CalEPA Plan of Action for Racial Equity: Executive Summary	29
Appendix B: Root Cause Analysis: Barriers Behind Recruiting / Hiring/ Promoting / Retaining a Diverse Workforce	30
Appendix C: Examples of Science and Engineering Affinity Chapters at Institutions of Higher Education in California	31
Appendix D: 2019 California vs. CalEPA Racial/Ethnic Composition	37
Appendix E: 2019 California vs. CalEPA Individual BDO Racial/Ethnic Composition	37
Appendix F: 2019 CalEPA Diversity by Disciplines	39
Appendix G: 2019 CalEPA Racial Demographics by Engineering, Science, and Legal Classifications	41
Appendix H: 2019 Racial Composition in CalEPA Management.....	42
Appendix I: Example Checklist for Adoption of Practices	43

Why Racial Equity at CalEPA?

Racial equity means closing the gaps so that race is not a factor that predicts one's success, while also improving outcomes for all. We know that across most outcomes, racial inequities cut across other forms of marginalization (such as gender, sexual orientation, age) in ways that are deep and pervasive. While CalEPA has made many advances in support of our mission to protect the health and environment of all the people of California, environmental injustice leaves many communities behind. These communities bear a disproportionate burden of pollution and are most often communities of color, and *yet are disproportionately underrepresented among the staff of the government agencies working to address these important human and environmental health disparities*. Learn more about CalEPA's commitment to racial equity through this short [video](#).

The California Communities Environmental Health Screening Tool (CalEnviroScreen) was developed by the Office of Environmental Health Hazard Assessment (OEHHA), one of CalEPA's offices. CalEnviroScreen identifies California communities that are disproportionately burdened by, and vulnerable to, multiple sources of pollution, by census tract. (Figure 1).

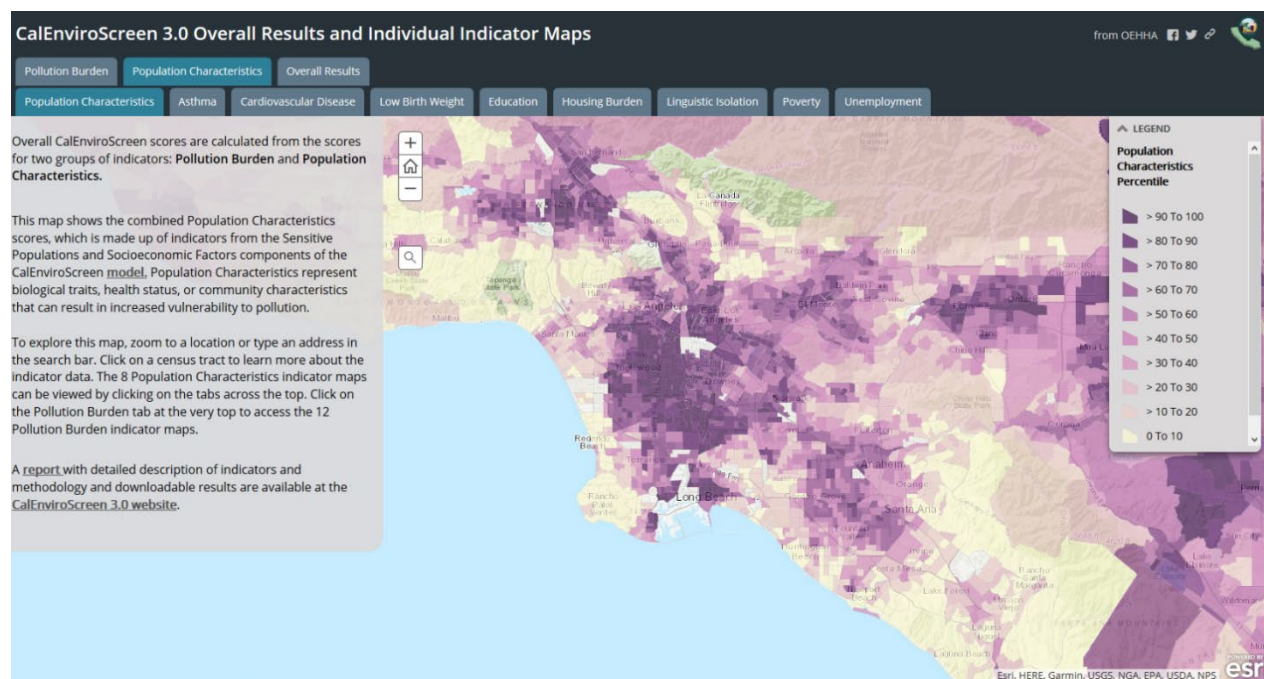


Figure 1. Screenshot of CalEnviroScreen. Available at <https://oehha.ca.gov/calenviroscreen/report/calenviroscreen-30>

There is an undeniable geographic overlap between communities that are economically disadvantaged, environmentally burdened, and communities of color (Figures 1 and 2). In light of this fact and in alignment with Governor Newsom's priorities, CalEPA and its

Practices to Advance Racial Equity in Workforce Planning

BDOs have committed to advancing racial equity in our workforce to better serve California's communities (Appendix A). Learn more about CalEnviroScreen scores and race, ethnicity and age in the [Analysis of Race/Ethnicity, Age, and CalEnviroScreen 3.0 Scores](#).

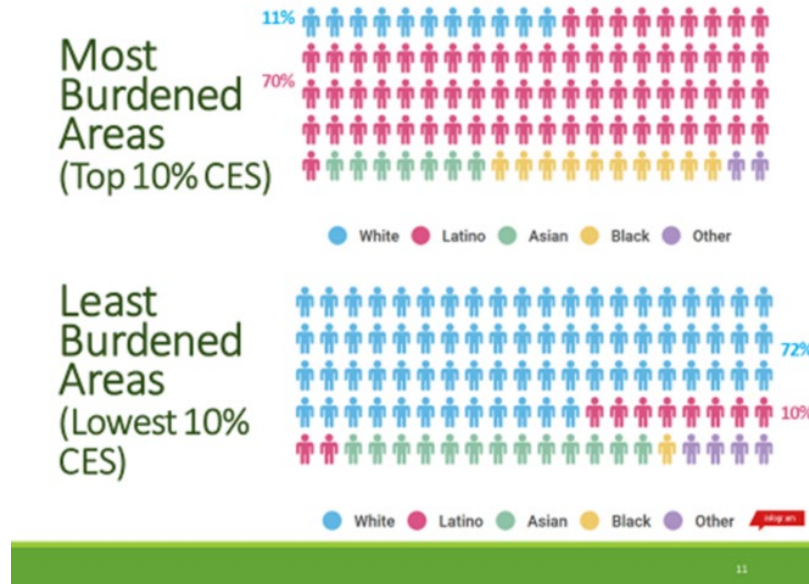


Figure 2. CalEnviroScreen Mining for Data on Children, Poverty, and Other Social and Environmental Factors. Children's Environmental Health Symposium. April 2017.

Through effective community engagement, building trust and working relationships through a trauma-informed lens (empathetic understanding of challenges endured by different communities of color), more is achieved in correcting historical environmental burdens and its associated effects on the environment and public health. A diverse workforce, representative of those we serve, with a variety of lived experiences, knowledge of local communities, and understanding of how to build trust in neighborhoods are critical preconditions for CalEPA to address contemporary environmental issues.

Practices to Advance Racial Equity in Workforce Planning

CalEPA has an exceptional opportunity to work in the spirit of [Governor Newsom's Diversity Initiative](#) to take proactive steps to reduce racial disparities in representation within our workforce in the short-term. The next few years mark a period of large turnover in staff at CalEPA and its BDOs as the workforce baby boomers retire. Several BDOs have expressed difficulty in hiring, and retaining the talent needed to perform work (Appendix B). By recruiting and training more broadly for staff replacement, CalEPA's workforce can have the diverse perspectives needed to serve the diverse communities within California (Appendix C).

“California doesn’t succeed in spite of our diversity — our state succeeds because of it, I am deeply committed to building an administration that reflects California’s diversity, and it’s a goal I hope to advance at every level of state government.”

Governor Gavin Newsom

Equity and California’s Merit Principle

The requirement that only a person’s ability to do the job be considered when making decisions is known as “the merit principle” and the process of hiring and promoting people is called the “Merit System”. At its core, the principle is meant to ensure that only a person’s ability and qualifications to do the job, without regard for factors such as political affiliation, ethnicity, or gender, for example, are considered when making hiring and promotion decisions in California civil service. Additionally, the California Constitution does not allow any discrimination against, or the grant of any preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting. State hiring rules and best practices have been created to ensure that hiring and promotional decisions are based on merit, and not inappropriate factors. However, state hiring rules and best practices do leave room for taking new steps to reduce or eliminate practices that perpetuate institutional racism while still ensuring that decisions are based on merit.

For example, the Governor’s initiative offers a model of operating within the merit system by focusing on increasing the diversity of candidate pools based on “geography, racial and ethnic representation, sexual orientation and gender identity, professional experience, and disability status”. As noted in the quotation from the Governor, diversity in our workforce actually makes us more successful—it makes us better able to “do the job”. Thus, merit, as a concept, should be fully inclusive of the knowledge, skills and abilities to serve and engage a diverse public, navigate cross-cultural differences based on such things as immigration status, language barriers and other experiences of oppression, and address environmental injustice. For the majority of CalEPA employees, “doing the job” effectively requires an understanding of equity, whether it is learned on the job or gained through lived experience.

Practices to Advance Racial Equity in Workforce Planning

Applying a racial equity lens to every phase of workforce development means we examine practices and policies that may reflect institutional racism—policies that regardless of intent, may result in outcomes that favor whites over people of color, and recommend and adopt practices that are more equitable. A review of the demographic make up of the CalEPA workforce calls for such an examination. CalEPA employs many state classifications such as broadly-ranging technical staff in engineering, sciences, lawyers, and administrative staff. A review by the CalEPA workforce equity and data teams of demographic data from the state’s 5102 annual submissions reveals that in each BDO, there are racial ethnic and gender disparities in representation across the workforce (Appendices D, E, F, G and H). Review of the CalEPA-specific data show a trend in decreasing diversity in many classifications from entry-level to full journeyman-level and beyond to management (Appendix F and G). These disparities leave our workforce less equipped to address changing environmental conditions, especially as the largest pollution burdens increasingly remain in disadvantaged communities of color, who have less trust in government due to the government’s role in racialized oppression over time.

Finally, our efforts to focus on workforce equity must not be limited to a sole focus on diversity, as reflected solely by workforce demographics. We must also take steps to ensure the culture of our organization is one where everyone feels like they belong and to that end, we recommend the practices be applied not only to those that are external-facing.

An emphasis on policies and practices related to recruitment and hiring is important because of the long arc of workforce development. Retention and promotion are equally critical, particularly in light of dwindling budgets for new hires. This document is designed to help strengthen our workforce through addressing the following opportunities in recruitment, hiring, retention, and promotional practices:

- Broadening the scope of outreach: Limited resources often lead recruitment officers to target fewer universities that are closer to our offices. Some of these colleges have much higher racial disparity graduation rates than the state average, leading to a less diverse candidate pool. There are many institutions of higher learning (ex: community colleges, state colleges and universities) with racially diverse student bodies and networks for providing work experience to students. Continued engagement with institutions of higher learning with relevant degree programs is essential to reaching more diverse candidates for vacant positions.
- Hiring candidates with more diverse skill sets: Implementing hiring practices that value lived experience and knowledge of diverse communities for positions that require regular engagement with diverse stakeholders, Tribes, and the public. Implementing screening practices that lift up candidates who can demonstrate the ability to successfully engage with the public, help build relationships and public trust through demonstrated transparency will be beneficial.

Practices to Advance Racial Equity in Workforce Planning

- Increasing objectivity in hiring: According to a theoretical review published in *American Psychologist* by researchers from the University of California, Santa Cruz, most discrimination in the U.S. is not caused by intention to harm people different from us, but by favoritism directed at helping people similar to us. The review of experiments and survey methods from published scientific research on discrimination over the last five decades, found that the type of discrimination observed generally revolved around intent to help someone rather than intent to harm someone.
 - One common example was distribution of information about jobs and job references to people in one's own network. While these behaviors are not typically associated with causing direct disadvantage to anyone, they are nevertheless likely to be significant and result in hiring of more employees that replicate the current workforce's in-group characteristics.
- Redaction practice: Implementing practices that reduce potential in-group bias, for example redacting personal information about candidates and their educational institutions, have been demonstrated to reduce bias in the screening and interviewing process.

Practices to Advance Racial Equity

The following practices are presented as short-term and long-term interventions to advance racial equity in the workforce. Recruitment, hiring, screening, and interview practices have short-term, immediate actions, which can be implemented to advance workforce diversity and equity. Some practices have demonstrated utility for other members of the [GARE network](#). Actions regarding long-term practices such as training and development (T&D), and paradigm shifts are also presented. Demonstration of utility of long-term practices are difficult as records of T&D are located in confidential employee records and have longer lead times to “see” results. Supporting rationale and examples may be specific to other government jurisdictions (city or county), particularly for long-term practices.

Each concept first states the practice, then rationale, example(s), and possible barrier(s)/limitation(s). Some practices presented in this document have been implemented to date at CalEPA and/or its BDOs; however, some practices have been used by other California state agencies such as the California Coastal Commission and Housing and Community Development (HCD). Practices to advance workforce diversity are included from our own State Water Boards. The intention is to treat this as a “living document” that is adjusted incrementally as needed based on new information gained through these processes and practices, towards the goal of continually improving how we serve California communities and promote racial equity within CalEPA and its BDOs. In addition, some practices identified in this document as long-term initiatives may require the participation of external entities, such as CalHR, to be implemented.



Recruitment

Providing opportunities for diverse candidates supports healthy organizations by ensuring varied representation across all employment classifications and providing the building blocks for successful succession planning.

R1 | Posting Practice: Post positions/announce vacancies through additional resources compared to the state’s current practices. Collaborate with local institutions of higher learning (community colleges, state colleges, and universities) and community organizations we partner with to develop internship and mentoring programs (example recommendations in Appendix C).

Rationale: (1) More broadly announcing vacancies increases the pool of diverse applicants. A “pipeline” is also created for future candidates. Recruitment should be aimed at qualified individuals from a wide array of sources to achieve a workforce from all segments of society, while avoiding discrimination for or against any employee or applicant. (2) Include a statement on vacancy announcements that indicates the BDO is committed to diversity, equity, and inclusion. Inclusion of such a statement for example, supports interview questions on the topic.

Examples: The California Air Resources Board (CARB) has a process in place to send job vacancy announcements on a continuous basis to the Science and Engineering Multicultural Organizations list (Appendix C). The California Strategic Growth Council routinely includes in all position announcements a value statement related to diversity, equity and inclusion, e.g. “the California Strategic Growth Council (SGC) is recruiting diverse leaders for the exciting position of Senior Administrator. We’re looking for skilled professionals committed to helping SGC achieve its vision for healthy, thriving, and resilient communities for all. We encourage candidates from historically under-represented communities and/or experience in equity focused budgeting, grant making, and contracting to apply.”

Barriers/Limitations: Time to establish networks to exchange information between local employers and colleges.



R2 | Outreach Practice: Conduct outreach for hiring in a broader scope of areas to ensure that we have outreach in or near environmental justice (EJ) communities. Staff

Practices to Advance Racial Equity in Workforce Planning

of CalEPA and BDOs holding public meetings should have a general idea of vacancies and bring materials for job seekers. CalEPA BDOs which have regional offices could play a larger role in recruitment efforts by receiving notifications of statewide vacancies. Materials describing the work of CalEPA's BDOs could eventually make their way to local high schools and community colleges through relationships made by public participation specialists.

Rationale: Recruiting applicants for science and engineering positions at CalEPA and its BDOs through only elite universities could limit opportunities for people of color, who are often [under represented at top-ranked schools](#). Additionally, recruitment of new staff who have cultural relevance to the issues being addressed and communities being affected will likely yield more successful outcomes.

Examples: (1) When hiring a sanitary or water resource control engineer to work in a predominantly Latino community in the Central Valley to address drinking water issues, the Water Board might focus more outreach and recruitment on Fresno State's Lyles College of Engineering and similar programs with significant local enrollment. In the fall 2018, Lyles College of Engineering had 46% Hispanic/Latino enrollment. UC Merced may also be a target for recruitment efforts, with a 48% Hispanic/Latino population in its School of Engineering. [Fresno State University](#) and [UC Merced](#) are recognized as Hispanic-serving institutions by the [Hispanic Association of Colleges and Universities](#). (2) Collaborate with existing programs such as the [Chan Zuckerberg Initiative \(CZI\)](#), or [UC Santa Cruz's STEM Diversity Programs](#). (3) CARB is partnering with Innovative Pathways to Public Service for Careers in Public Service Day, which will provide a fieldtrip/overview of the Monitoring and Laboratory Division (MLD) for the School of Science and Engineering (work is being done to arrange a different division at CARB on a quarterly basis).

Barriers/Limitations: Time to build relationships and expand the network of universities and colleges beyond current practice.



Hiring Package – Vacancy Announcement / Duty Statement

H1 | Value Statement Practice: Add a racial equity / core value statement to any of our positions. Human resources staff who input vacancies into ECOS can populate the “Department Information” field with departmental value statement(s).

Rationale: Potential job candidates will be aware of values held by the hiring agency, which helps normalize and advance racial equity.

Examples:

Practices to Advance Racial Equity in Workforce Planning

“The Water Boards values diversity at all levels of the organization and is committed to fostering an environment in which employees from a variety of backgrounds, cultures, and personal experiences are welcomed and can thrive. We believe the diversity of our employees and their unique ideas inspire innovative solutions to further our mission to preserve, enhance and restore the quality of California’s water resources.”

Job Posting: Director, Office of Public Participation

State Water Resources Control Board

JC-161997 – Director

Final Filing Date: 10/18/19

“Department Information”

CARB values diversity at all levels of the organization and is committed to fostering an environment in which employees from a variety of backgrounds, cultures, and personal experiences are welcomed and can thrive. CARB believes the diversity of our employees collectively make up one of the world’s most respected environmental organizations. Join CARB and help us improve the lives of all Californians.

California Air Resources Board - on all job postings

“The California Coastal Commission values diversity at all levels of the organization and is committed to fostering an environment in which employees from a variety of backgrounds, cultures, and personal experiences are welcomed and can thrive. We believe the diversity of our employees and their unique ideas inspire innovative solutions to further our mission of protecting and enhancing California’s coast and ocean for present and future generations.”

Noaki Schwartz

Public Information Officer

California Coastal Commission

“HCD values diversity at all levels of the organization and is committed to fostering an environment in which employees from a variety of backgrounds, cultures, and personal experiences are welcomed and can thrive. HCD believes the diversity of our employees and their unique ideas inspire innovative solutions to further our mission. Join HCD and help us improve the lives of all Californians.”

Mauro Lara

Program Manager

CA Housing and Community Development

The PHI Health in All Policies Program is committed to fostering an environment in which employees from a variety of backgrounds, cultures, and personal experiences are welcomed and can thrive. We believe that the lived experiences of our employees and their unique ideas inspire innovative solutions to further our mission of advancing health, equity, and sustainability through government practices. Black, Indigenous, People of Color (BIPOC), LGBTQIA+, people with disabilities are strongly encouraged to [apply](#).

Barriers/Limitations: Inclusion of a value statement will mean little if it is not reinforced through other aspects of the hiring phase. Not all hiring managers may be aware of institutional racism, which is an outcome when our policies and programs benefit whites over people of color, sometimes inadvertently. There are many sources for implicit bias training; consider offerings that incorporate concepts of white privilege, and institutional and structural racism.



H2 | Desirable Qualifications Practice: Hiring managers could state in vacancy announcements additional desirable qualifications, such as cultural competency, fluency in multiple languages, and/or life experience(s) pertinent to the position's duties as supported in the duty statement. The Exam and Certification Online System (ECOS) has two custom sections that human resources staff can populate with such desirable qualifications, if provided by the hiring manager. Hiring managers might consider ways to substantiate these additional desirable qualifications for some degree of formal education, thus supplementing formal education in the minimum qualifications.

Rationale: Cultural competence (the ability to understand, communicate with and effectively interact with people across cultures) may more often be developed from lived experience as compared to academic coursework. This document outlines several best practices to use, including ensuring minimum qualifications that relate to essential functions of job performance, conducting a job analysis to determine key tasks and competencies required for job performance at entry, considering potential in applicants in addition to their current skill sets, and taking measures to ensure that minimum qualifications are accurate.

Examples: (1) CARB has included in SOQs for certain positions such examples as “Describe your knowledge and experience demonstrating your understanding and awareness of multicultural protocols and sensitivity to cultural differences” and “Describe your experience and understanding in the principles and practices of environmental justice and the ability to work effectively with disadvantaged community members, community organizations and environmental justice organizations.”

(2) Multnomah County created a [Best Practices document](#) focusing on intentionality and inclusion in crafting minimum qualifications in job descriptions. The county is working on removing any minimum qualifications that are not absolutely necessary and that may turn away qualified applicants who cannot fulfill a long list of formal requirements. The County “is working to ensure that its minimum qualifications only disqualify those who could not perform the job for clear and concrete reasons, rather than posing artificial barriers that could allow potential employees to fall through the cracks.” (3) The Department of Pesticide Regulation (DPR) references “lived

Practices to Advance Racial Equity in Workforce Planning

experience” in the values statement included in every job bulletin under the “Department Information” section:

“At DPR, we know the importance of building an organization that is as diverse as the communities we serve. We believe in maintaining a workplace where employees from a variety of backgrounds, cultures, and lived experiences can thrive. Working together, our multicultural team is positioned to better improve the lives of all Californians.”

In addition, DPR checked the readability score of their message to ensure that it would be accessible and understandable to most people. The language is rated as 12th grade, which is appropriate for any entry-level state service classification.

Barriers/Limitations: (1) Consistent assessment of a qualitative trait by hiring managers, as opposed to a quantitative assessment such as a grade in a college course. (2) May require changes at CalHR regarding minimum qualifications for classifications.



H3 | Selecting Civil Service Classifications: Encourage hiring managers’ use of screening criteria to classify a vacancy as accurately as possible. Cultural competence, EJ experience, etc. are not necessarily topics covered in technical disciplines such as engineering and natural, physical and/or chemical sciences. Cultural competence refers to an ability to effectively negotiate cross-cultural differences in order to accomplish practical goals, both internal and external-facing. Explicit inclusion of cultural competency knowledge, skills or abilities in a vacancy announcement and/or duty statement signals that the agency recognizes that addressing complex environmental challenges requires technical staff whose academic preparation may not have included such training, to demonstrate some minimal level of understanding.

Rationale: Small water systems consolidation is a controversial issue that requires multidisciplinary staff (such as engineers, scientists, and public participation specialists) to facilitate often tense meetings amongst stakeholder agencies and communities. For all involved staff to be most effective in managing these projects, staff need to maintain objectivity and at the same time understand the needs, challenges, goals and perspectives of the stakeholders. Tailoring a public engagement approach with an understanding of residents’ concerns (e.g. fear of deportation due to possibility of Immigration and Customs Enforcement (ICE) agents attending public meetings) helps build trust. This is an example of cultural competence at work.

Examples: Sample desirable qualifications in technical staff:

- Experience working with diverse communities

Practices to Advance Racial Equity in Workforce Planning

- Knowledge or experience in EJ work
- Understanding strategies to incorporate EJ work into their duties
- Awareness of diverse communities and regional demographics
- Ability to engage with the public in layman's terms when providing information, training, etc.
- Bilingual in English and one of California's most spoken languages (Spanish, Chinese, Tagalog, Vietnamese, and Korean).
- Ability to communicate respectfully and with sensitivity

Barriers/Limitations: May be more directly applicable to positions and classifications that are already more representative of California's diverse population than to classifications that are currently less diversely staffed such as technical scientific and engineering positions. Professional associations often advocate for more neutral qualifications related directly to the professional licensing requirements (e.g. engineering).



Screening by Human Resources / Hiring Managers

S1 | Statement of Qualifications (SOQ) Practice: Include a full range of questions related to diversity, equity and inclusion in SOQ as consistent with duties of the position.

Rationale: Requiring a response to a SOQ about cultural competency, with other job application materials, may give a candidate who is otherwise on the margin for obtaining an interview a reason to be interviewed. Example SOQs can be developed and appended to this practices guide.

Examples: (1) The California Air Resources Board has included the following in selected Statements of Qualifications: Describe your experience and understanding in the principles and practices of environmental justice and the ability to work effectively with disadvantaged community members, community organizations and environmental justice organizations; Describe your knowledge and experience demonstrating your understanding and awareness of multicultural protocols and awareness of cultural differences; Describe your experience fostering diversity and inclusion in the workplace; (2) Portland State University strives to become an institution that is recognized nationally and internationally for the accomplishments of its faculty, the reputation of its programs, and the preparation of its students as world citizens. Consequently, all its employees are required to [demonstrate cultural competencies](#). (3) The City of Portland, Oregon has an [Office of Equity and Human Rights](#) as part of its local government. The City requires applicants to answer a supplemental question that must be turned in with their application.

Practices to Advance Racial Equity in Workforce Planning

How a candidate frames a response to qualifications focused on equity may reveal important information about the applicant's attitudes, beliefs and experiences related to the qualification.

Barriers/Limitations: Hiring managers need to carefully consider a range of responses in advance to construct consistent scoring criteria across candidates.



S2 | Screening Practice: When forming the screening criteria, broaden the focus on applicable knowledge, skills, and abilities to include points in the Screening Criteria Scoring Key pertaining to cultural competency and lived experience. Developing the right criteria is a balance between standards that are high enough to ensure good quality candidates move forward, but not so strict that a lot of qualified candidates would be unnecessarily screened out. In the Scoring Criteria Scoring Key, the total possible score in the category of experience and education should be weighted equally, and the metrics to earn “credit” in each category should be similar.

Rationale: Engineers and scientists are generally not required to have credentials in cultural competencies during their educational training, as the topic is a social science. Duty statements for engineers and scientists that better identify the percentage of time that incumbents spend performing community engagement as well as technical duties would better inform the hiring manager and applicants about the nature of the work performed by the CalEPA BDOs and their staff.

Examples: DPR's Classification and Pay Unit is checking screening criteria and recommending changes on items that could be barriers. One example is requiring or awarding extra points for additional degrees that are not supported by the minimum qualifications of the classification. Example, the Environmental Scientist classification requires only a bachelor's degree. Requiring or giving extra points for additional degrees beyond this could be a barrier for people who had less access to education, but could nonetheless perform the duties of the job. Those advanced degrees are actually more appropriate for the promotional classification, Senior Environmental Scientist. DPR is also using opportunities to assist management with their screening criteria by recommending skills-based criteria instead of experience-based criteria, which could make a huge difference for who passes and who does not. Example: “Experience in a professional office setting providing reception services” vs “customer service skills/experience”.

Barriers/Limitations: Hiring managers need to anticipate the cultural competencies needed in performing certain work and may not be able to do so without racial equity and/or implicit bias training. Train-the-trainer curricula are in development.



S4 | Redaction Practice: Before the hiring manager and hiring panel receive the applications, human resources should redact candidate names and/or names of schools from applications. This is also known as “blind” screening.

Rationale: [Implicit biases can influence how hiring managers perceive applicants' qualifications and suitability for the job](#), which can prevent them from identifying the most qualified candidate(s). For example, research studies have shown that resumes with names indicating that a candidate is a [person of color](#) and/or [immigrant](#) yield fewer callbacks than identical resumes with traditionally white names. The [National Bureau of Economic Research](#) showed job applicants with white names needed to send about 10 resumes to get one callback; those with African-American names needed to send around 15 resumes to get one callback. Precedent exists for the redaction of other types of information, such as confidential information, as required by California Government Code § 249.6. Redaction of Confidential Information on Candidate Documentation.

Example: Although the practice of redaction isn't new, it may have merit, if done properly. At certain points along the hiring process, where implicit bias might affect the progression of an applicant's documentation, identifiers (such as name, school(s) attended, and mailing address) can be coded so a hiring manager might not have bias in selecting candidates to interview. Human resources staff may make initial contacts with candidates for interviews to set up appointments for interviews thereby increasing the likelihood the first impression a candidate makes on a hiring manager is more likely the first conversation.

Barriers/Limitations: If there isn't a diverse candidate pool, blind screening will not be helpful. Manual redaction is a more labor intensive means of delivering application packets to hiring managers, but is possible, particularly on a pilot basis for selected classifications where disparities are the most significant. Lengthens the screening process for HR staff and hiring managers, which may not be feasible under time pressure.



Interviews

I1 | Panel Practice: Interview panels should reflect racial, ethnic, gender and other diversity as much as possible.

Practices to Advance Racial Equity in Workforce Planning

Rationale: [Diverse interview panels](#) can reduce the effects of in-group favoritism and bias, which leads panelists to favor candidates who belong to their own racial or ethnic group. Including different groups of people and perspectives in the hiring process, including people of color, can lessen the impact of in-group bias in hiring.

Examples: In 2014, Intel implemented [a requirement](#) that every interview panel for new hires must include at least two women and/or people of color. By 2016, 45% of new hires were women and/or people of color, up from 32% in 2014. Similarly, at Cisco, diverse interview panels increased the odds of making it through the interview process by 50 percent for Hispanic women and 70 percent for African-American women.

Barriers/Limitations: This practice may add a significant workload to certain staff (because of racial or ethnic representation) and could disproportionately burden them with new responsibilities and time commitments beyond the scope of their salaried work, if not implemented mindfully. This practice will have limited success if the person of color is a “token” interviewer.



I2 | Question and Simulation Practice: Include interview questions and simulations about advancing racial equity and navigating community engagement challenges, if required by duties of the position.

Rationale: The ability to communicate and engage with a variety of communities and stakeholders is often critical to the effectiveness of technical staff in the CalEPA BDOs, and the ability of those staff to approach certain issues with appropriate sensitivity is accordingly critical to the success of those BDO’s EJ and similar programs. Because of this, authentic community engagement and similar experiences and knowledge on the part of the job candidates should be given appropriate weight within the interview process.

Examples: Sample interview questions:

- How do you see yourself contributing to our work on advancing racial equity? ([Listen to see if the candidate has past experiences that will add to or enhance the jurisdiction’s efforts.](#))
- Please describe a situation in which you worked on a project with people who were from backgrounds other than your own. What was challenging for you in this work? What did you do to make your work together successful? (Listen to see if the candidate has reflected on the opportunities and challenges of creating inclusive workplace cultures.)
- How would you determine the demographics of an area where you are working on a drinking water consolidation project? How would this information determine your approach to the project and to engaging the affected communities?

Practices to Advance Racial Equity in Workforce Planning

- Define environmental justice (EJ).
- An example of a good question might be a hypothetical question that reflects the reality of the work – “An important part of this job is engaging with communities affected by [specific to BDO’s] actions and authorities. At times, the diverse communities of California can have different challenges, needs, priorities, goals, etc. Imagine you have been assigned to contact a rural community of 5,000 residents to discuss [relevant example for CalEPA BDO, e.g.: water system consolidation]. Your supervisor doesn’t have a lot of information about the specifics of the community, except to tell you that a lot of the community members don’t speak English and don’t generally respond to letters in the mail. Please describe your strategy for engaging with this community, including any research you would do, resources you might use, and metrics you might develop to measure your success.”

Barriers/Limitations: Interviewers must share commitments to racial equity and have cultural competency skills in order to evaluate a candidate’s skills/responses and determine a candidate’s readiness to engage with communities of color. To assist interviewers, sample questions can be developed and appended to this document to assess a candidate’s knowledge, skill, and ability (KSA).



I3 | Feedback to Interviewees: Consider a practice of offering interviewees who are not selected the opportunity to receive feedback on their interview. Such offers could be made such that they would be available for a limited time after final hiring decisions are made and not be left open.

Rationale: Candidates who reach the interview stage but are not selected may wonder how they could have done better, not only in the interview but on the overall application. Constructive, timely and targeted feedback, focused on highlighting areas of necessary growth could support the interviewee. Such feedback is often most useful if delivered shortly after the interview.

Examples: Sample interview protocol: At the close of every interview, let the interviewee know that there will be an opportunity to request verbal feedback during a certain period following final notification by requesting a meeting with the selecting official.

Barriers/Limitations: It may not be feasible to do this for every hire. Hiring officials may decide to offer this only to internal candidates in support of retention goals. Hiring officials may be uncomfortable at the thought of having to provide feedback. Training is available on providing feedback and on difficult conversations.



14 | Implicit Bias Training: Ensure that hiring panels understand implicit bias.

Rationale: Implicit biases can influence how interviewers perceive and evaluate candidates that are not in the interviewer's in-group.

Examples: The State Water Resources Board made a commitment in 2019 that at least one member of each hiring panel would either receive training on implicit bias and/or an orientation on racial equity (inclusive of bias concepts).

Barriers/Limitations: Implicit bias training is currently available on a contract basis so funds need to be set aside.



Training and Development (T&D) / Retention

Investing in training that furthers personal and professional growth, supporting individual development plans and providing equitable opportunities for leadership experiences and projects can help employees grow and prepare for more challenging and rewarding future positions. The retention of employees has multiple benefits for organizations. Building a pool of talent with experience and knowledge of the many areas of our work is critical to providing exemplary service, but also has fiscal benefits based on the cost of replacing employees who separate from the organization. We must look beyond our entry levels of employment, where diversity is usually well represented (Appendix F) and create a path of opportunity for all staff to be included and show their full potential. The 2019 state 5102 data show for CalEPA, good racial/ethnic diversity among (F1) office / administrative staff, (F3) scientists, and (F4) engineers, however less racial/ethnic diversity is seen in (F2) legal professionals and management (F5, and Appendix H). Overall, the disparities in individual demographic compositions by discipline and rank and file vs. management are muted in the total CalEPA workforce (F6). Particularly in the current climate of budget shortfalls, when new hires will be limited, we must focus on retaining and developing the existing workforce.



Practices to Advance Racial Equity in Workforce Planning

TD1 | Training and Development: Equitable opportunities for Training and Development (T&D) assignments provides an opportunity to broaden skills and experience. A [T&D assignment](#) can improve the ability to perform the duties of a current assignment, help prepare for future promotions, or facilitate entry into a new occupational field. Ensuring that implicit bias is not impacting supervisors' decisions to make such assignment is crucial. A department may evaluate representation for a particular job classification to determine if a more conscious approach to making T&D assignments is warranted.

Rationale: T&D is an important part of a department's overall employment, succession, and workforce planning efforts. This practice is a mutually beneficial endeavor for the state agency as well as employee as internally trained staff have the most relevant experience.

- Government Code section 19401 requires each State department to have an effective upward mobility (UM) program for employees in low paying occupational groups, such as the environmental scientist series.
- Government Code section 19402 requires state departments to annually develop goals and timetables which include the number of employees in low-paying occupations expected to progress to entry-level technical, professional, and administrative positions and to furnish this data to CalHR each year.

Examples: All T&D assignments, such as acting-out-of-class, are submitted with a Request for Personnel Action (RPA), whether or not the employee remains in their current position or is filling a vacant position. If filling a vacant position, that position is reclassified to the employee's current classification (STD 607 required).

Barriers/Limitations: The state of California does not have a standard T&D form used by *all* state agencies. The lack of consistency contributes to uneven participation by state agencies and unclear paths to promotional opportunities for state employees.



TD2 | Individual Development Plan (IDP): The purpose of the Individual Development Plan (IDP) is to establish personal objectives and develop a plan for achieving professional growth, career mobility and/or future career changes.

Rationale: Departments shall notify each eligible employee of the opportunity to submit an IDP at least annually for full-time employees and for permanent-intermittent employees who work seven hundred fifty (750) hours or more annually. An employee is not required to participate in the IDP process. If an employee elects not to participate, this decision will not be held against him/her.

Examples: When employees have clear goals and performance expectations, they understand how they add value to their organization and are more productive, energized, and engaged. Planning work, setting expectations, observing individual performance, developing the capacity to perform, evaluating performance, and

Practices to Advance Racial Equity in Workforce Planning

recognizing successful performance are so very important. Below is an [example](#) of how an associate governmental program analyst (AGPA) may plan to develop additional skills.

STATE OF CALIFORNIA — DEPARTMENT OF PERSONNEL ADMINISTRATION
INDIVIDUAL DEVELOPMENT PLAN
 FOR FUTURE JOB PERFORMANCE OF PERMANENT EMPLOYEES

STD. 637 (REV. 7-94c)

EMPLOYEE NAME (Last, First, Middle Initial) SAMPLE	DATE OF THIS PERFORMANCE DISCUSSION	
CIVIL SERVICE TITLE AGPA - 1	POSITION NUMBER	LAST PERFORMANCE DISCUSSION DATE
STATE DEPARTMENT NAME SAMPLE	DEPARTMENT SUBDIVISION SAMPLE	EMPLOYEE'S HEADQUARTERS
PERFORMANCE OBJECTIVES — Goals for further improvements in job performance during the next year in order to meet or exceed standards for the employee's present job or to develop employee skills.	PLANS FOR ACHIEVING OBJECTIVES — Specific methods by which the employee can work toward accomplishing his or her performance objectives (in-service training courses, college courses, rotation, special work assignments for training purposes, etc.).	
Develop Data Management and Reporting Skills	<ol style="list-style-type: none"> 1. Classes - Excel Basics and Excel Intermediate (OTD or CalHR) 2. PACE E-learning Excel Intro and Formulas 3. Assignment - create and maintain ABC tracking spreadsheet 	
Enhance Analytical Writing Skills	<ol style="list-style-type: none"> 1. Class - Writing for Analysts (OTD or CalHR) 2. Review Resources - OTD Tips and Tools Page - Completed Staff Work - Review Issue Memo Format and Writing Standards tips 3. Assignment - write issue memo for ABC project 	
Develop ability to provide briefings and short update presentations	<ol style="list-style-type: none"> 1. Class - Presentation Skills (OTD) 2. Review OTD Web Resources - Presentation Skills Program 3. Assignment - Two presentations at Branch meetings 	

Barriers/Limitations: State agencies are inconsistent in the use of IDPs. Each department or agency is ultimately responsible for the overall commitment to career development; accountability to fill non-entry level positions in a timely manner may help provide impetus to develop existing staff.



TD3 | Affinity Groups: Affinity groups are a way in which an organization can be intentional about identifying opportunities for people to grow closer, to share experience(s) they need perspective on, to be co-learners together, and have some time and space to just “be”. Also known as [special emphasis programs](#) at the federal level or employee resource groups in the private sector, the groups can serve to raise awareness about representation in the workforce and provide peer coaching such as through mock interviews.

Rationale: By creating safe spaces for people to converse, a dialogue can occur about shared experiences and shared learning that can be helpful for making informed decisions and building relationships toward a greater good.

Examples: (1) The State Water Resources Control Board approved CalEPA’s first affinity group: LBGTQ + Employees of CalEPA in 2020. Plans are underway to support

Practices to Advance Racial Equity in Workforce Planning

other groups. (2) Los Angeles County's Department of Public Works has numerous [employee affinity groups](#) which are champions of the diverse groups they represent. They work hard to increase awareness and appreciation of differences; promote cross-cultural learning; and enhance team spirit and unity. Los Angeles County's Public Works employee affinity groups conduct outreach activities in the community, offer scholarships, and create a safe environment for employees to explore their ethnic heritage, network, and share their culture with the rest of the DPW family. Membership in Employee Affinity groups is open to all employees.

Barriers/Limitations: Providing the space (virtual, physical and work time) for bringing affinity groups together within an organization with a level of honesty, realness, and compassion that can cultivate a culture of inclusion.



TD4 | Ombudsman: An ombudsman works independently to provide individuals with a confidential avenue to address complaints and resolve issues at the lowest possible level.

Rationale: Under ideal circumstances, everyone will get along, have cordial working relationships, and have equal opportunities to thrive in his/her/their career. However, in the real world workplace, situations can arise among colleagues and in a hierarchy, where, due to office culture and fear of retaliation, microaggressions may go unreported. A microaggression is a comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group (such as a person of color). Over time, repeated microaggressions may indicate a systemic issue that needs addressing. In cases involving personnel, there is often no straightforward path to reporting an issue. Fear of retaliation in a hierarchy by involving human resources, fear of going against the office culture, or fear of losing one's own job are all reasons microaggressions may go unreported and contribute to a larger systemic issue in an institution.

Examples: The California Department of Corrections and Rehabilitation (CDCR), which is a participant in the Capitol Collaborative on Race and Equity, has an Office of the Ombudsman. While CDCR's ombudsman website does not appear to address the CDCR workforce, an impartial entity for resolving human resources issues is generally seen as positive.

Barriers/Limitations: Agency size and budget may prohibit staffing an ombudsman; however, if shared among BDOs the possibility seems feasible. Also, an ombudsman should be well-versed in racial equity issues.



Promotion / Upward Mobility

Providing timely and constructive feedback helps employees thrive and feel valued. Such feedback, delivered constructively, empathetically and consistently, is one of the most critical of supervisory responsibilities. Failure to provide feedback can serve as a barrier to growth. Understanding and eliminating barriers to promotion and professional development aligns with and supports key elements of retaining a talented and diverse workforce, and reflects whether our organizational culture and practices support thriving employees throughout their careers.

In the Root Cause Analysis (Appendix B), one of the barriers identified by the workforce equity sub-team was the perception that “opportunities are not utilized to create promotional opportunities for staff equitably”.

P1 | Feedback: Constructive conversations at regular intervals outside of performance reviews at any and all stages of a person’s career can be useful in highlighting both areas of strength that an employee should cultivate as well as areas for growth.

Rationale: A person’s career goes through many ebbs and flows over time. From the beginning of one’s career, a person generally gets more feedback which tends to wane over time as an individual passes probation and becomes a seasoned member of the staff or lower-/ middle-management. As one transitions from staff-level to management, feedback may be increasingly sparse as more responsibilities are accrued.

Examples: With heavy workloads, staff and supervisor’s conversations may focus on more essential topics. As is common in times when resources (including time) are limited, workers are asked to do more with less and so a negative feedback loop may be formed. Non-essential conversations are eliminated, and possibly forgotten as new projects replace completed projects. A consequence may be that a job well-done does not get recognized by management to the staff that completed it.

Barriers/Limitations: Unless an individual is on good terms with their supervisor (or management) asking for feedback may create an uncomfortable situation for both sides. Staff may not feel comfortable for fear of being perceived as dependent or lacking confidence. Management may feel uncomfortable in cases if a project went poorly and requiring a difficult conversation.



P2 | Project Management Opportunities: Supervisors should consider the potential for implicit bias and/or established relationships with certain employees that result in choice assignments repeatedly going to the same individuals. In many civil service classifications, an individual can top-out of their classification (in terms of pay) well before he/she/they are “topped out” in their work capacity.

Rationale: Being a lead on technical work often goes to individuals with experience. However, without opportunity, experience is often not gained.

Examples: In situations where supervisors have established staff, routines are often created. Staff’s talents may be type-casted. Unconsciously, supervisors may request the same type of assignment be completed by certain staff because of previous successful completion. This leaves little to no opportunity for staff development and varied experiences including leadership on a task.

Barriers/Limitations: Supervisors may need to break established routines and mentor staff who are less experienced on certain tasks to create opportunities for learning.



Long-term Initiatives for CalEPA and BDOs

LI1 | Addressing the resource need early: Engage with primary school (Kindergarten through 12th grade) students to educate young minds on the importance of science and engineering (as well as other Science, Technology, Engineering and Math (STEM)) for technical careers at CalEPA.

Rationale: Foster early talent detection in the areas of STEM through existing resources and the adoption of a Youth Aid program, and outreach at high schools where there is a broad diverse student population.

Examples: [California Department of Education’s K-12 STEM education](#). The 7th Annual STEAM symposium occurs in December 2019 in Anaheim, CA.

Barriers/Limitations: There is a significant investment of time (staff resource) in today’s youth before return can be realized. Collaboration with existing entities such as the Department of Education and California Association of Professional Scientists (CAPS) union could help expedite addressing the resource need early. Educational process interventions in high school and college are also potentially fruitful, many women of color and students of non-white background are discouraged from STEM early but later find a [mentor or some reason to engage](#).



LI2 | Paradigm shift in hiring outreach efforts: Promote changing current CalHR hiring practices and laws that limit upward mobility and advancement and/or working with the unions to promote advancement through multiple fields.

Rationale: The current state classification system for employees in technical fields (e.g. environmental scientist, senior environmental scientist) are not sufficiently “ranged” in salary scale. In order for technical staff to increase their salaries after years of experience on the job, one needs to follow the management track or be nominally stuck at the same salary (aside from cost of living adjustments (COLA) usually negotiated by unions).

Examples: [Environmental Scientist series](#)

ENVIRONMENTAL SCIENTIST

A	\$3,668.00	-	\$4,541.00
B	\$4,457.00	-	\$5,530.00
C	\$5,641.00	-	\$7,013.00

SENIOR ENVIRONMENTAL SCIENTIST (SPECIALIST)

\$6,491.00 - \$8,075.00

SENIOR ENVIRONMENTAL SCIENTIST (SUPERVISORY)

\$8,912.00 - \$11,079.00

Barriers/Limitations: Significant investment of time, requires cooperation of multiple entities, and funds in the state budget.



LI3 | Branding Our Work and Organizations: Work with the media industry to promote public and environmental health. Celebrities such as Brad Pitt and Matt Damon are influencers and have been active in providing water to underdeveloped communities. Television ads could also be promoted about the importance of potable tap water and careers in the sciences (similar to stop smoking or vaping ads by Department of Public Health).

Rationale: [Millennials are the generation coming of age and entering the workforce in mass as the remaining Baby Boomers retire](#). The Millennial generation is quickly becoming the world’s most active group of consumers, and hence, a major focus of

Practices to Advance Racial Equity in Workforce Planning

marketing and entertainment media across the country. As a digitally connected group, many can be reached with influential personalities.

Examples: Rupa Basu (Research Scientist Supervisor I, OEHHA), appears in [“Years of Living Dangerously”](#) with actor Matt Damon to discuss the impact of heat waves on health.

Barriers/Limitations: Lead time to form the relationships for effective collaboration. Using a multi-pronged, reciprocity approach could accelerate benefits for both parties.



LI4 | Apply a Racial Equity Lens to Hiring: Select the entire hiring process or an aspect of it and apply the [five-question racial equity lens](#) (a data-driven approach used by members of GARE) to identify areas of improvement.

Rationale: The practices described in this report are taken from GARE members, the literature and practices underway at CalEPA. However, to have a truly comprehensive understanding of the root causes in inequity in hiring, an organization-specific assessment must be conducted so that the most appropriate and effective practices are selected.

Examples: Dane County, Wisconsin, in 2016, applied a racial equity lens to their hiring practices, *Equity Assessment of Current Recruitment/Hiring Practices: An Opportunity to Move Equity Forward* (available upon request). The assessment resulted in 25 recommendations, many of which mirror some of the practices included in this report.

Barriers/Limitations: Applying a racial equity tool requires senior executive level support and the commitment to, either through self-study or training, gain an understanding of the racial equity framework that guides CalEPA’s work on racial equity.

Appendix A: CalEPA Plan of Action for Racial Equity: Executive Summary



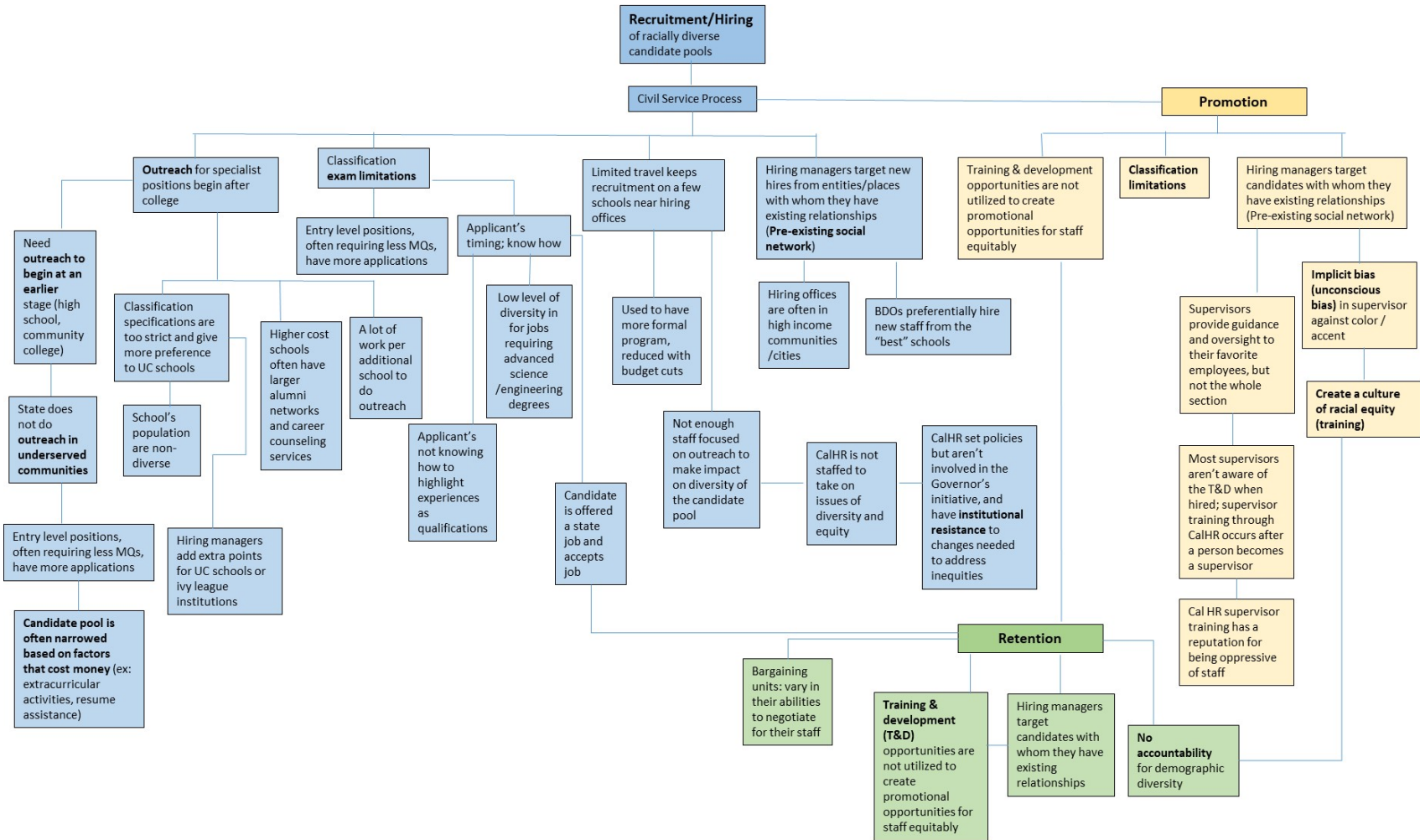
Advancing racial equity is a priority for the California Environmental Protection Agency (CalEPA). Recognizing this importance, CalEPA participated in the inaugural 2018 Government Alliance on Race and Equity (GARE) Capitol Cohort. GARE is a national network of government offices and agencies working to achieve racial equity and advance opportunities for all. CalEPA and each of its boards, departments, and offices (BDOs), including the Air Resources Board, CalRecycle, the Department of Pesticide Regulation, the Department of Toxic Substances Control, the Office of Environmental Health Hazard Assessment, and the State Water Resources Control Board participated, as an intra-agency team, in the first inaugural State-wide capital cohort. As part of their participation in year one of the GARE training program, CalEPA's Team Beyond Green, along with many state agency partners, completed an organizational self-assessment on racial equity and developed recommendations. As a result, specific strategies and goals to advance racial equity within CalEPA were identified in the Plan of Action for Racial Equity (PARE).

The PARE includes a racial equity vision statement, and principles and goals to help advance racial equity, shared among sister agencies. The three goals described in the PARE can be summarized as follows: 1. Organizational Commitment to Advance Racial Equity; 2. Language Access Services; and 3. Recruitment, Hiring, Retention, and Promotion Practices. Each goal details a baseline of the current agency status, recommended specific activities, activity leads, milestones, key partners/performance indicators, deliverables and a timeline with a proposed five-year completion goal. Issues of racial inequities are deep and pervasive across California and the country. A commitment to racial equity is reflected throughout policies and practices and reinforced at all levels of the organization. The PARE addresses structural racism by prioritizing a collective racial equity agenda. With its commitment to environmental justice, CalEPA is uniquely positioned to confront these challenges. Major strategies include growing a highly skilled workforce that is representative of the communities we serve, incorporating environmental justice into decision-making processes, language accessibility, and other institutional and cultural shifts.

CalEPA has a continued commitment to all Californians regardless of race, color, creed, national origin, ancestry, sex, marital status, disability, age or sexual orientation. The PARE focuses on race and ethnicity as these intersect closely with the many other identities of employees at CalEPA and its BDOs, and the people of California. CalEPA and its BDOs acknowledge that this intersectionality increases the difficulties and inequities faced by many Californians. The PARE is a living document and roadmap for initiating the advancement of racial equity throughout CalEPA.

Practices to Advance Racial Equity in Workforce Planning

Appendix B: Root Cause Analysis: Barriers Behind Recruiting / Hiring/ Promoting / Retaining a Diverse Workforce ¹



¹ These ideas were compiled from the opinions of staff of the CalEPA Beyond Green workforce equity team.

This working document is a product of the CalEPA Beyond Green workforce equity team.
 Working Version: July 2020

Practices to Advance Racial Equity in Workforce Planning

Appendix C: Examples of Science and Engineering Affinity Chapters at Institutions of Higher Education in California

Organization	College / University	Program Type	Degree Level	Location	Email	Website
Multicultural Engineering Program	Cal Poly San Luis Obispo	University Program		San Luis Obispo, CA	mep@calpoly.edu	https://mep.calpoly.edu/
National Society of Black Engineers - Cal Poly SLO	Cal Poly San Luis Obispo	Student Organization	Undergraduate Level Focus	San Luis Obispo, CA	cpnsbe.president@gmail.com	https://sites.google.com/view/calpolyslonbe/home
Society of Hispanic Professional Engineers - Cal Poly	Cal Poly San Luis Obispo	Student Organization	Undergraduate Level Focus	San Luis Obispo, CA		http://shpe.calpoly.edu/
MESA - American River College	American River College	Statewide Effort	Associate Degree	Sacramento, CA		http://www.arc.losrios.edu/ARC_Majors/Mathematics/MESA/MESA_Program.htm
MESA- Cosumnes River College	Cosumnes River College	Statewide Effort	Associate Degree	Sacramento, CA	CarneyM@crc.losrios.edu	https://www.crc.losrios.edu/services/mesa
MESA- Sacramento City College	Sacramento City College	Statewide Effort	Associate Degree	Sacramento, CA	JauregL@scc.losrios.edu	https://www.scc.losrios.edu/mesa/
MESA - UC Davis	UC Davis	Statewide Effort	Undergraduate Level Focus	Davis, CA	mesaschools@ucdavis.edu	https://mesaschools.ucdavis.edu/

This working document is a product of the CalEPA Beyond Green workforce equity team.
Working Version: July 2020

Practices to Advance Racial Equity in Workforce Planning

Organization	College / University	Program Type	Degree Level	Location	Email	Website
American Indian Science and Engineering Society - UC Davis	UC Davis	Student Organization	Undergraduate Level Focus	Davis, CA	aises.ucd@gmail.com	https://aises.engineering.ucdavis.edu/
Society of Women Engineers	UC Davis	Student Organization	Undergraduate Level Focus	Davis, CA	swe.ucd@gmail.com	http://sweucd.org/
Black Engineers Association (BEA) - UC Davis	UC Davis	Student Organization	Undergraduate Level Focus	Davis, CA	ucdbea.programschair@gmail.com	http://ucdbea.com/
Alliance for Diversity in Science and Engineering	UC Davis	National Non-profit		Davis, CA	AllianceInScienceDavis@gmail.com	https://stem.ucdavis.edu/resources/alliance-for-diversity-in-science-and-engineering-ucd-chapter/
Society of Women Engineers - UC Berkeley	UC Berkeley	Student Organization	Undergraduate Level Focus	Berkeley, CA	swe.berkeley@gmail.com.	https://swe.berkeley.edu/
Black Engineering & Science Student Association	UC Berkeley	Student Organization	Undergraduate Level Focus	Berkeley, CA	ucberkeleybessa@gmail.com	http://www.ucberkeleybessa.com/
Latinx Association of Graduate Students in	UC Berkeley	Student Organization	Graduate Level Focus	Berkeley, CA	lagses.contact@gmail.com	https://lagses.berkeley.edu/

This working document is a product of the CalEPA Beyond Green workforce equity team.
Working Version: July 2020

Practices to Advance Racial Equity in Workforce Planning

Organization	College / University	Program Type	Degree Level	Location	Email	Website
Engineering and Science						
Pilipino Association of Scientist, architects, and Engineers	UC Berkeley	Student Organization	Undergraduate Level Focus	Berkeley, CA	ucb.pasae@gmail.com	https://pasae.berkeley.edu/
The Society of Black Engineers-Stanford Chapter	Stanford University	Student Organization	Undergraduate Level Focus	Stanford, CA	stanfordsbse@gmail.com	http://sbse.stanford.edu/
Stanford Society of Women Engineers	Stanford University	Student Organization	Undergraduate Level Focus	Stanford, CA	stanfordswe@gmail.com	http://swe.stanford.edu/
Stanford American Indian Science and Engineering Society	Stanford University	Student Organization	Undergraduate Level Focus	Stanford, CA	jhenson@stanford.edu	http://aises.stanford.edu/
Stanford's Society of Latino Engineers	Stanford University	Student Organization	Undergraduate Level Focus	Stanford, CA	stanford.sole@gmail.com	http://sole.stanford.edu/#/
Black Engineering Graduate Student Association	Stanford University	Student Organization	Graduate Level Focus	Stanford, CA	stanford_begsa@lists.stanford.edu	http://stanfordbegsa.wixsite.com/begsa/about
Stanford Native American	Stanford University	Student Organization	Graduate Level Focus	Stanford, CA	SNAGS@lists.stanford.edu	https://web.stanford.edu/group/snags/

This working document is a product of the CalEPA Beyond Green workforce equity team.
Working Version: July 2020

Practices to Advance Racial Equity in Workforce Planning

Organization	College / University	Program Type	Degree Level	Location	Email	Website
Graduate Students						
American Indian Science and Engineering Society - CSUS	Sacramento State	Student Organization	Undergraduate Level Focus	Sacramento, CA	csusaises@gmail.com	
National Society of Black Engineers - CSUS	Sacramento State	Student Organization	Undergraduate Level Focus	Sacramento, CA	president.csusnsbe@gmail.com	
Society of Hispanic Professional Engineers - CSUS	Sacramento State	Student Organization	Undergraduate Level Focus	Sacramento, CA	sacshpe.president@gmail.com	
MESA - Sacramento State	Sacramento State	Statewide Effort	Undergraduate Level Focus	Sacramento, CA	mep@ecs.csus.edu	http://www.ecs.csus.edu/mep/index.html
National Society of Black Engineers - UC Merced	UC Merced	Student Organization	Undergraduate Level Focus	Merced, CA	ucm.nsbe@gmail.com	
Center for Excellence in Engineering and Diversity - UCLA	UCLA	University Program		Los Angeles, CA	ceed@seas.ucla.edu	https://www.ceed.ucla.edu/
American Indian Science & Engineering Society - UCLA	UCLA	Student Organization	Undergraduate Level Focus	Los Angeles, CA	uclaaises@gmail.com	

This working document is a product of the CalEPA Beyond Green workforce equity team.
Working Version: July 2020

Practices to Advance Racial Equity in Workforce Planning

Organization	College / University	Program Type	Degree Level	Location	Email	Website
Arab American Association of Engineers and Architects	UCLA	Student Organization	Undergraduate Level Focus	Los Angeles, CA	aaaea.ucla@gmail.com	
National Society of Black Engineers - UCLA	UCLA	Student Organization	Undergraduate Level Focus	Los Angeles, CA	nsbe.bruins@gmail.com	
Society of Latino Engineers and Scientists - UCLA	UCLA	Student Organization	Undergraduate Level Focus	Los Angeles, CA	uclasoles@gmail.com	http://uclasoles.com/
Society of Women Engineers (SWE)	UCLA	Student Organization	Undergraduate Level Focus	Los Angeles, CA	swe@seas.ucla.edu	http://www.swe.ucla.edu/
UCI California Alliance for Minority (people of color) Participation	UC Irvine	University Program	Undergraduate Level Focus	Irvine, CA	LSAMP@uci.edu	https://camp.uci.edu/
Society of Women Engineers - UC Irvine	UC Irvine	Student Organization	Undergraduate Level Focus	Irvine, CA	swe.uci.web@gmail.com	http://clubs.uci.edu/swe/
Society of Women Engineers - Humboldt State	Humboldt State	Student Organization	Undergraduate Level Focus	Arcata, CA	swe@humboldt.edu	https://clubs.humboldt.edu/club_sites/society-women-engineers
Society of Hispanic Professional	Humboldt State	Student Organization	Undergraduate Level Focus	Arcata, CA	shpe@humboldt.edu	https://clubs.humboldt.edu/club_sites/society-hispanic-

This working document is a product of the CalEPA Beyond Green workforce equity team.
Working Version: July 2020

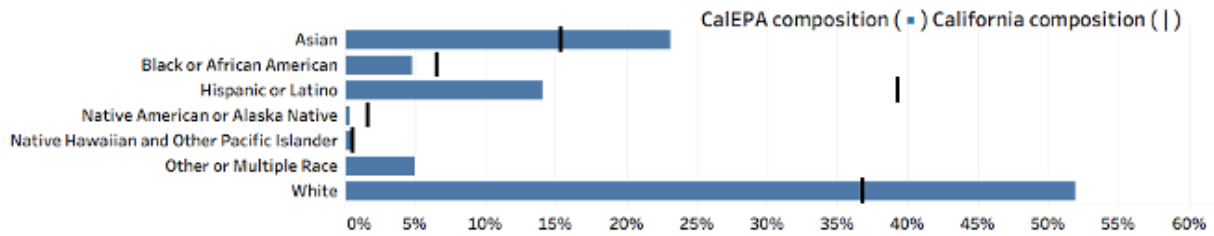
Practices to Advance Racial Equity in Workforce Planning

Organization	College / University	Program Type	Degree Level	Location	Email	Website
Engineers - Humboldt State						professional-engineers-shpe
MESA- UC Riverside	UC Riverside	Statewide Effort	Undergraduate Level Focus	Riverside, CA	carlosg@engr.ucr.edu	https://mesa.engr.ucr.edu/
Society of Hispanic Professional Engineers - UC Riverside	UC Riverside	Student Organization	Undergraduate Level Focus	Riverside, CA	shpe@engr.ucr.edu	https://www.engr.ucr.edu/~shpe/index.html
Society of Women Engineers	San Diego	Student Organization	Undergraduate Level Focus		swe@eng.ucsd.edu	http://swe.ucsd.edu/

This working document is a product of the CalEPA Beyond Green workforce equity team.
Working Version: July 2020

Practices to Advance Racial Equity in Workforce Planning

Appendix D: 2019 California vs. CalEPA Racial/Ethnic Composition

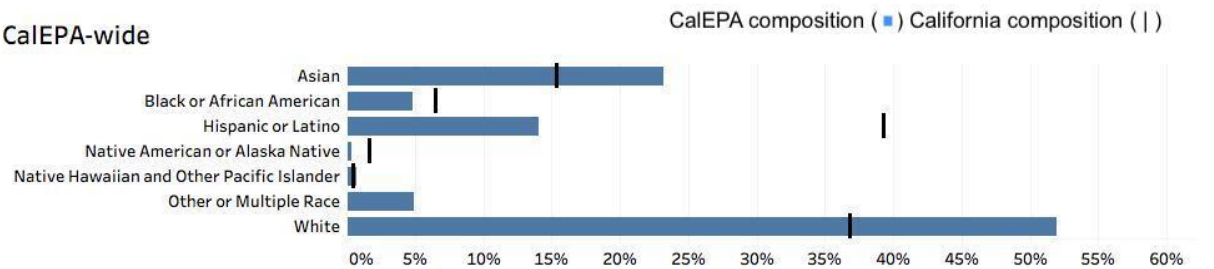


Data Sources

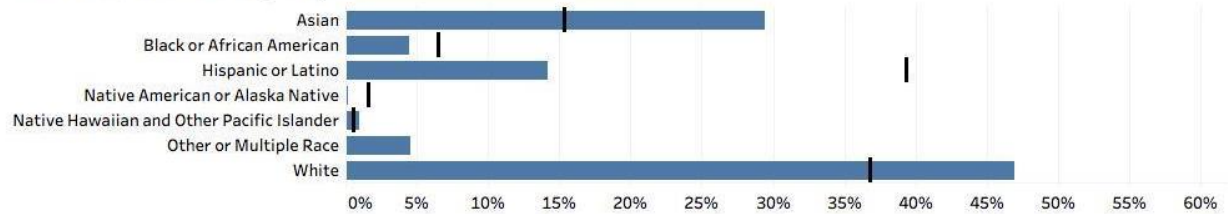
CalEPA employee demographic data provided by CalHR 5102 datasheet (2019). California demographic data provided by United States Census Bureau (2019).

Appendix E: 2019 California vs. CalEPA Individual BDO Racial/Ethnic Composition

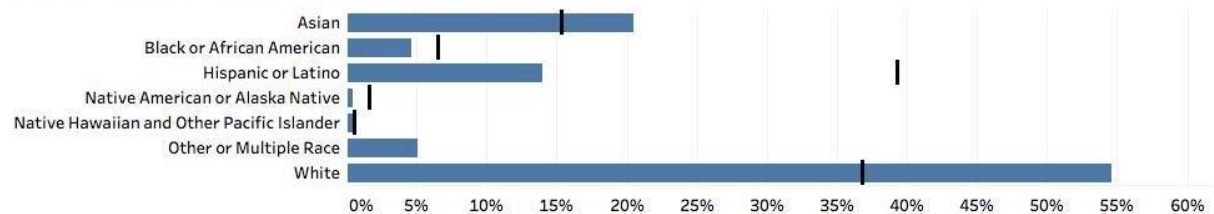
CalEPA-wide



Air Resources Board (ARB)



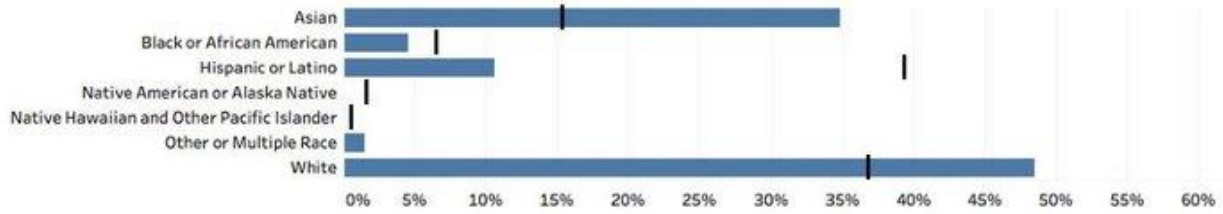
Department of Pesticide Regulation (DPR)



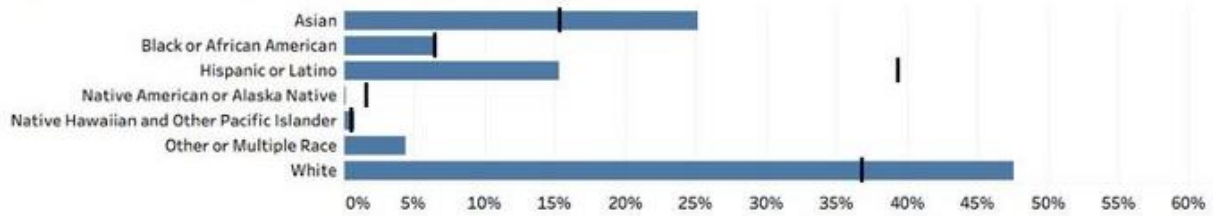
This working document is a product of the CalEPA Beyond Green workforce equity team.
Working Version: July 2020

Practices to Advance Racial Equity in Workforce Planning

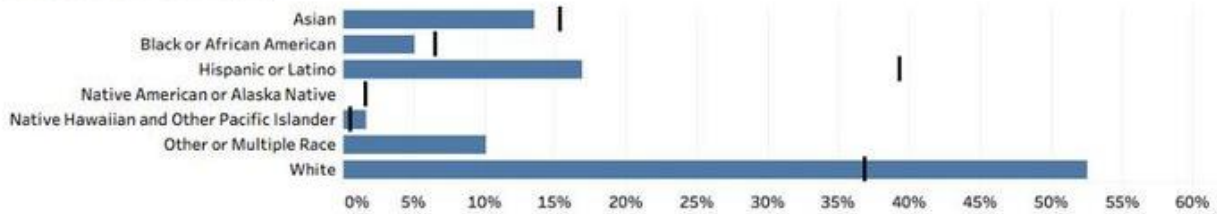
Office of Environmental Health Hazard Assessment (OEHHA)



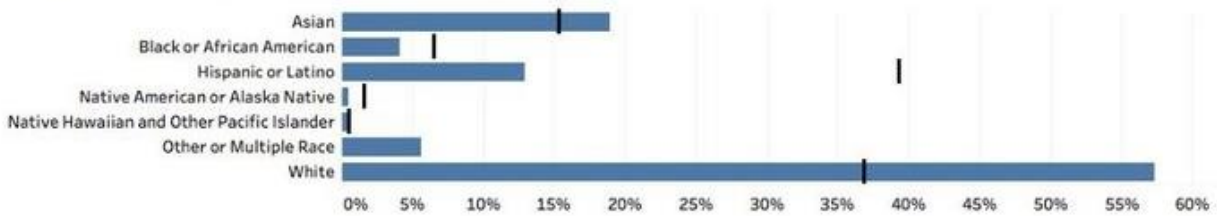
Department of Toxic Substances Control (DTSC)



Office of the Secretary



State Water Resources Control Board (SWRCB)

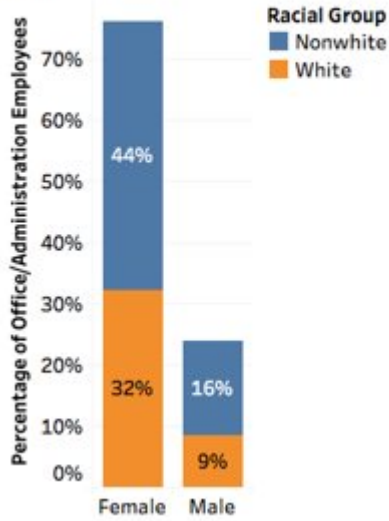


Data Sources

CalEPA employee demographic data provided by CalHR 5102 datasheet (2019). California demographic data provided by United States Census Bureau (2019).

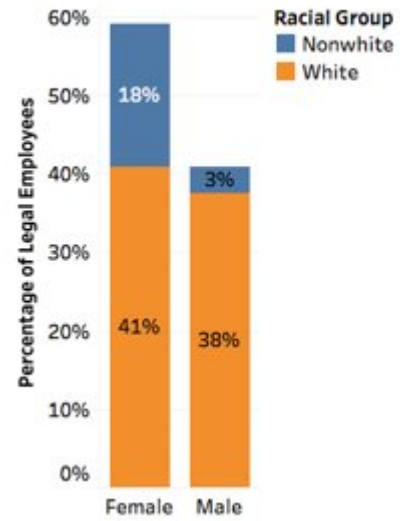
Appendix F: 2019 CalEPA Diversity by Disciplines

Office/Administration



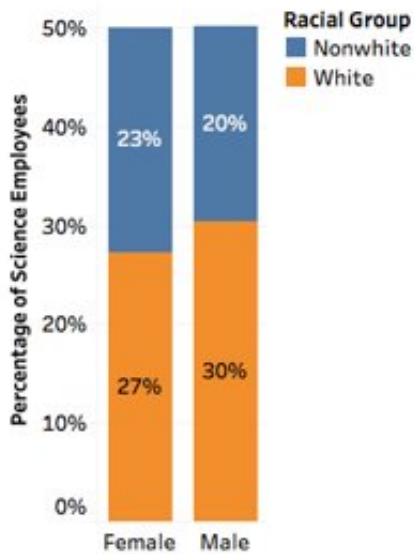
(1)

Legal



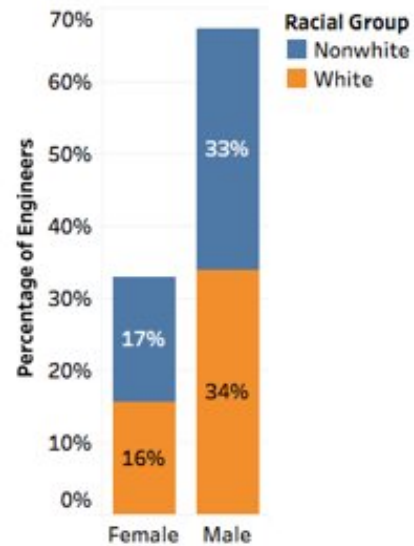
(2)

Science



(3)

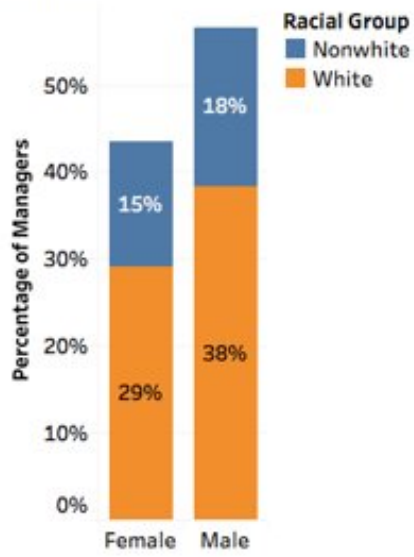
Engineers



(4)

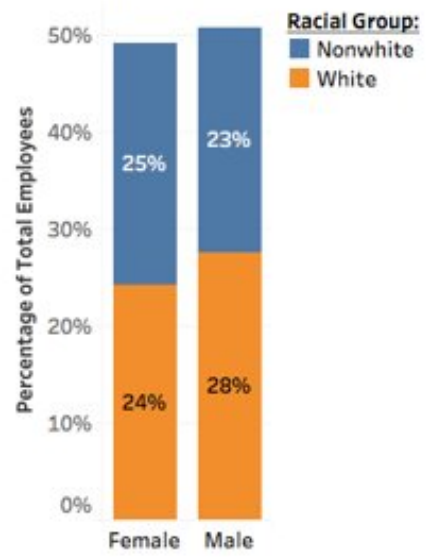
Practices to Advance Racial Equity in Workforce Planning

Management



(5)

Total Employees



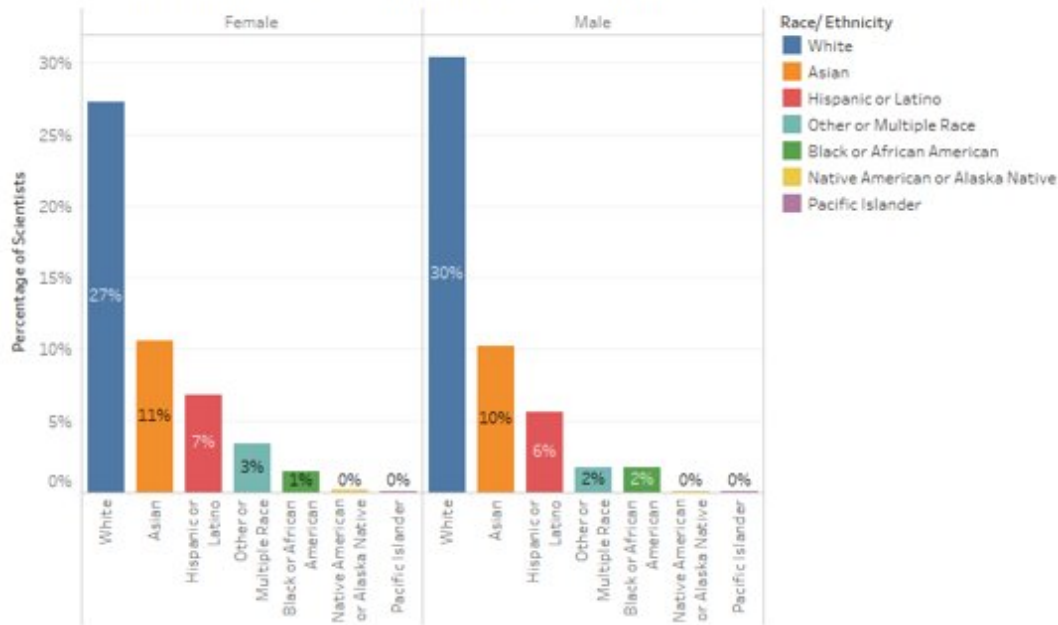
(6)

Additional detail of F5 in Appendix H.

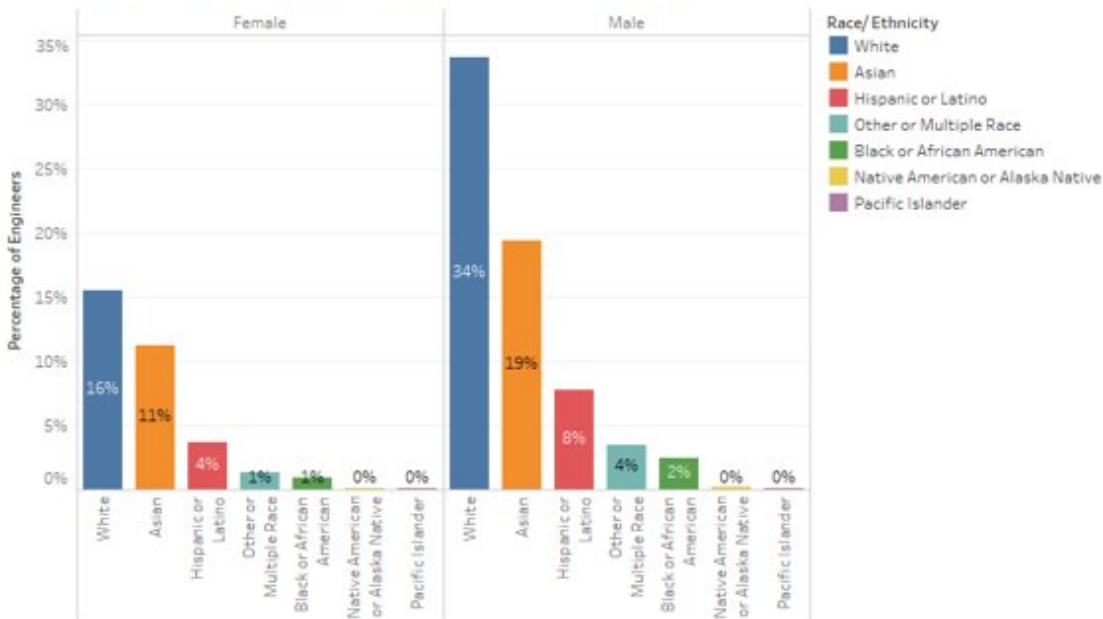
Practices to Advance Racial Equity in Workforce Planning

Appendix G: 2019 CalEPA Racial Demographics by Engineering, Science, and Legal Classifications

2019 CalEPA Scientists by Gender and Race/Ethnicity



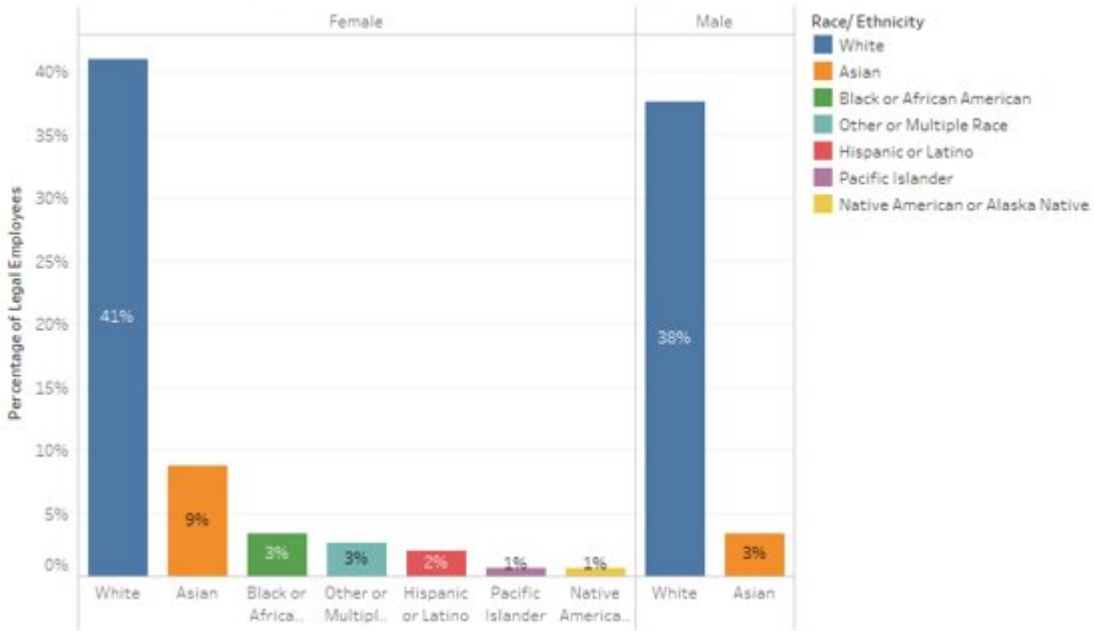
2019 CalEPA Engineers by Gender and Race/Ethnicity



This working document is a product of the CalEPA Beyond Green workforce equity team.
Working Version: July 2020

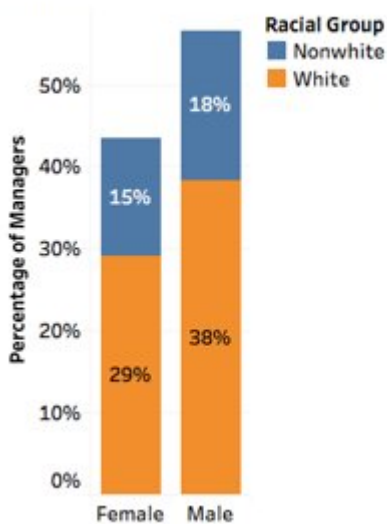
Practices to Advance Racial Equity in Workforce Planning

2019 CalEPA Legal Employees by Gender and Race/Ethnicity



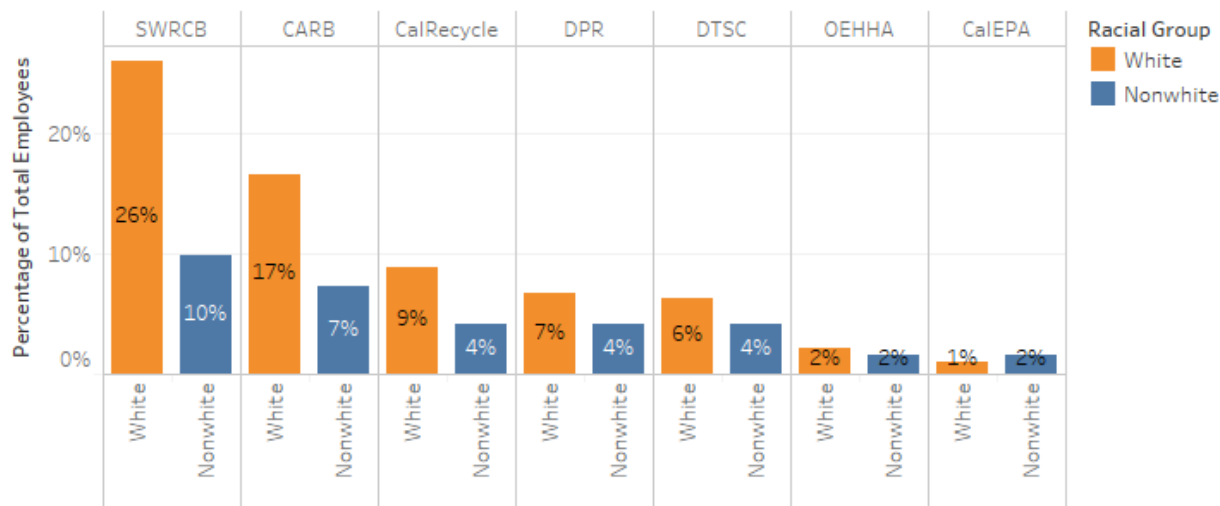
Appendix H: 2019 Racial Composition in CalEPA Management

Management



This working document is a product of the CalEPA Beyond Green workforce equity team.
Working Version: July 2020

Practices to Advance Racial Equity in Workforce Planning



Appendix I: Example Checklist for Adoption of Practices (used by SWRCB)



A Checklist of Practices to Advance Racial Equity in Workforce Planning

This checklist accompanies the [Practices to Advance Racial Equity in Workforce Planning \(here\)](#). In 2020 and beyond, the use of this checklist is intended to help measure changes in workforce equity.

Recruitment

- Posting - Post positions/announce vacancies beyond traditional methods, such as via social media, print media, and through engagement with communities in the geographic areas where new positions will deploy.
- Outreach - Conduct outreach for hiring in or near environmental justice (EJ) communities including local schools (ex: community colleges) that have a more diverse demographic representation of students.

This working document is a product of the CalEPA Beyond Green workforce equity team.
Working Version: July 2020

Practices to Advance Racial Equity in Workforce Planning

Share across Boards, Departments, and Offices (BDOs) – CalEPA Recruitment Roundtable has staff from all BDOs within CalEPA; staff could share information on vacancies within common classifications of recruitment.

Hiring Package – Vacancy Announcement / Duty Statement

Value Statement - Add a racial equity / core value statement that must be read and digitally signed before applying to any CalEPA (and BDOs) positions.

Diversity Language in Job Announcement - State in vacancy announcements additional desirable qualifications, such as cultural competence, fluency in multiple languages, and/or life experience(s) such as racial oppression, having a racially and ethnically diverse social network, and/or living in overburdened and vulnerable communities.

Desirable Qualifications - Include on the job bulletin (or similar) language that stresses the importance of cultural competence, fluency in multiple languages, and/or life experience(s). The Examination and Certification Online System (ECOS) has customizable fields, such as “Department Information” and “Desirable Qualifications”, for such an entry.

Screening by Human Resources / Hiring Managers

Statement of Qualifications (SOQ) - Include a cultural competence question.

Hiring Manager Advertising - Include cultural competence, ability to engage, bilingual abilities, etc. in the vacancy announcement.

Screening Criteria - Give appropriate but not disproportionate weight to experience for education whenever possible.

Redaction - Before the hiring manager and hiring panel receive the applications, HR staff could manually redact candidate names and/or names of schools from applications.

Implicit Bias or Racial Equity Orientation for hiring managers – At least one individual on the hiring panel has received recent training.

Interviews

Panel - Interview panel racially/ethnically diverse; at least 25% or more of the panel identifies as non-white.

Diversity Question - At least one question asked regarding the importance of advancing racial equity. An example may include questions related to a candidate’s relationship to community engagement.