



2005 Lane County Diversity Action Plan

*“Building Bridges,
Not Walls”*

By the Diversity Task Force



Graphic by Kelly Lee, Artist, at 16 years of age

Diversity



2005 Framework

What is diversity?

Diversity transcends race and gender, affirmative action, and equal employment opportunity. It means respecting and valuing differences such as those based on age, disability, ethnicity, gender, language, race, religion, socio-economic status, sexual orientation and political beliefs.

Why diversity?

Because *all* people deserve respect. Without diversity we don't grow. Period. Imagine a world without diverse ecosystems. Think of a life of eating the same food and doing the same old thing, day-in day-out. We are poor when we are deprived of a diverse human environment.

Lane County is committed to diversity and believes that through the combined efforts of its leaders and employees they can make a difference. Lane County also believes that everyone has a role and responsibility for making diversity a success.



We are accountable to the public, our employees, and other organizations and agencies that we work with. Diversity in the workplace should be business as usual. We are committed to pursuing diversity, and enriching the lives of our citizens and the legacy of Lane County.



~ Bill VanVactor, County Administrator

Visit the Website lanecounty.org/diversity

What can we do?

Leaders...

- ♦ Adopt policies that clearly develop an overall climate for diversity in Lane County;
- ♦ Provide public leadership on diversity issues;
- ♦ Approve funding for diversity initiatives;
- ♦ Hold those they supervise accountable for supporting diversity initiatives;
- ♦ Ensure ongoing diversity and cultural competency training for all employees.

Employees...

- ♦ Be aware, sensitive, and respectful of employees and the public;
- ♦ Actively contribute to creating a respectful work environment;
- ♦ Become culturally competent and knowledgeable about diversity principles;
- ♦ Educate co-workers and others about good diversity practice;
- ♦ Communicate effectively across cultural differences.

*"Where there is no difference,
there is only indifference."
~Louis Nizer, Author*

The Future Vision

In 10 years Lane County will increasingly...

- View the differences between people as a strength;
- Use practices and policies that empower all people in the organization;
- Educate employees in cultural competency;
- Embrace these values.



LANE COUNTY DIVERSITY ACTION PLAN

TABLE OF CONTENTS

<i>I. DIVERSITY FRAMEWORK</i>	i
<i>II. EXECUTIVE SUMMARY</i>	ii
 <i>III. DIVERSITY ACTION ITEMS</i>	
•Lane County as an Employer	2
•Lane County as a Service Provider	6
•Lane County as a Funder	11
•Lane County’s Boards and Commissions	13
•Accountability and Monitoring	15
•Outcomes	18
 <i>IV. APPENDICES:</i>	
•County Elected Official, Leadership, & Employee Responsibilities	A1
•Glossary	A7
•Diversity Policy	A12
•Diversity Vision	A13
•Federal and State Equal Employment Opportunity Laws	A14
•County Government Organizational Chart	A17
•County Cultural Values Model	A19
•Human Resources Strategic Plan	A20
•Climate Survey.....	A24
•Diversity Task Force Members and Subcommittees	A29

*“He who
knows
others is
clever; he
who knows
himself is
enlight-
ened.”
Lao Tzu*



EXECUTIVE SUMMARY

The Action Items on the following pages are the result of a year long process that included assessing progress since the last diversity plan was adopted in 1995, input from employees about current needs and barriers, review of the 2003 report of the Cultural Competency Consultation Group, and feedback from the larger community.

In her work with Lane County in 1999, Peggy Nagae underscored that “making diversity concrete means integrating it within the County’s systems, structures, policies, and practices.” Following that lead, these Action Items cut across the whole organization. The Diversity Task Force kept the four main areas of focus from the prior diversity plan:

- Lane County as Employer
- Lane County as Funder
- Lane County as Service Provider
- Lane County Boards and Commissions.

These four areas are all interconnected and overlapping. For instance, Lane County’s capacity to appropriately provide services to diverse communities is largely dependent on its workforce. Therefore, while the Action Items are each listed within the four goal areas, many of them are parts of an interdependent system and therefore refer to Action Items in the other goal areas.

In addition to the four areas of focus, the Task Force has included recommendations in the areas of accountability and monitoring, and outcomes. This is grounded in the belief that what gets measured gets done in organizations.

To help ensure that the Action Items are implemented, the Task Force included responsible parties and timelines for implementation. The accountability and monitoring recommendations at the end of the Plan are designed to hold these individuals, and the organization as a whole, accountable for the implementation of the Action Items.

“I do not want my house to be walled in on all sides and my windows to be stifled. I want all the cultures of all lands to be blown about my house as freely as possible.”
Mahatma Gandhi



LANE COUNTY AS EMPLOYER

GOAL: To recruit, retain, and develop a qualified and diverse workforce; to train and orient a workforce that is culturally competent; and to use data to measure deficits and progress of diversity goals.

ACTION ITEMS:

A. Conduct a new organizational climate survey of Lane County as an employer.

Responsible: County Administrator

When: October 2004

Frequency: Every 5 years

B. Each department will identify a set of diversity goals which may be incorporated into their strategic plan (see item “K” under Service Provider).

Responsible: Department Directors

When: July 2005

Frequency: Annually

C. Increase the referral process through Human Resources for “extra help” (temporary) positions as a way to increase opportunities for diverse applicants to become part of the County workforce.

Responsible: Department Directors

When: June 2005

Frequency: Ongoing

D. Conduct an exit interview when an employee leaves the county workforce to find out about their employment experience and why they leave the County. Use a standardized form for these interviews and make them a required part of the employee separation process.

Responsible: Human Resources Manager

When: June 2005

Frequency: Biennially

*“Everyone in
the world
smiles in the
same lan-
guage.”
Mexican
American
Proverb*



LANE COUNTY

AS EMPLOYER *(cont'd.)*

E. Analyze exit interview data to determine if detrimental patterns exist and utilize results to address these patterns.

Responsible: Human Resources Manager

When: January 2006

Frequency: Biennially

F. Educate and train supervisors and managers as to the appropriate application of “merit and fitness” as outlined in the Lane Charter, so applicants are screened against a broader definition that may address the County’s ability to increase workforce diversity.

Responsible: Human Resources Manager

When: January 2006

Frequency: Every 5 years

G. Develop diversity/cultural competency standards for performance evaluations for Lane County employees, including directors, managers, and supervisors.

Responsible: Human Resources Manager

When: June 2005

Frequency: Biennially

H. Track internal equal employment opportunity-related employee and customer complaints, review data and address any patterns that may be identified to reduce the number of these complaints.

Responsible: Human Resources Manager

When: April 2005

Frequency: Annually

*“You must
look into
people, as
well as at
them.”*

*Lord
Chesterfield*



LANE COUNTY

AS EMPLOYER *(cont'd.)*

I. Provide training that is sensitive to the diverse needs and learning styles of participants. Evaluate trainers on their sensitivity to cultural differences and their ability to effectively use a variety of teaching techniques.

Responsible: Human Resources Manager

When: Ongoing

Frequency: Ongoing

*“Truth knows
no color; it
appeals to
intelligence.”
James Cone,
Theologian*



J. Determine how the County’s interview process might unintentionally favor people from dominant cultures (cultural bias) and provide recommendations to hiring supervisors for overcoming any problems identified.

Responsible: Human Resources Manager

When: October 2005

Frequency: Ongoing

K. Conduct a survey of community members’ perceptions of Lane County as an employer. Develop strategies to address any negative perceptions that may exist.

Responsible: Human Resources Manager, Public Information Officer,
Advisory Committee Members

When: October 2005

Frequency: Ongoing

L. Develop a comprehensive list of strategies to further increase recruitment, retention, and promotion of diverse populations.

Responsible: Human Resources Manager

When: April 2005

Frequency: Ongoing

LANE COUNTY

AS EMPLOYER *(cont'd.)*

M. Increase knowledge and competency in diversity and cross-cultural communication and require on-going training in these areas for Lane County managers and employees.

Responsible: Performance, Development & Diversity Coordinator

When: March 2005

Frequency: Ongoing

N. Require periodic training for Lane County managers and employees to increase knowledge of anti-harassment laws, Lane County's anti-harassment policy, and prevention of harassment.

Responsible: Performance, Development & Diversity Coordinator

When: Ongoing

Frequency: Ongoing

O. Establish educational and career development opportunities so that all employees have an equal opportunity to advance in their careers at Lane County.

Responsible: Human Resources Manager

When: June 2006

Frequency: Annually

P. Evaluate directors, managers, and policy makers as to their progress on achieving diversity goals as outlined in the Service Provide and Funder sections of this Plan.

Responsible: County Administrator, Department Directors

When: July 2006

Frequency: Annually

Our fate is to become one, and yet many. This is not prophecy, but description."
Ralph Ellison,
Novelist



LANE COUNTY

AS SERVICE PROVIDER

***GOAL:** Lane County will ensure that County services, programs, and activities are provided to its diverse communities in ways that are sensitive to and responsive to cultural differences, including accessibility for persons with mental and physical disabilities.*

ACTION ITEMS:

A. Provide regular reports to the Board of Commissioners including data on how well services are being provided to diverse communities by Lane County departments.

***Responsible:** Board of Commissioners, Agenda Team, Dept. Directors*

***When:** April 2005*

***Frequency:** Quarterly*

B. Establish structured methods that are consistent throughout the County for clients and consumers to have meaningful input into service provision and service priorities.

***Responsible:** Department Directors*

***When:** December 2005*

***Frequency:** Ongoing*

C. Establish ongoing system to increase the cultural competency of employees, including tools to help employees work with people with mental illness (see strategies in Employer section “M” and in Human Resources Plan in Appendix).

***Responsible:** Human Resources Manager, Department Directors*

***When:** Schedule first training by March 2005*

***Frequency:** Ongoing*

D. Increase recruitment, retention, and promotion of bilingual and/or bicultural employees (see strategies in Employer section “L” and in Human Resources Plan in Appendix).

***Responsible:** Human Resources Manager, Department Directors*

***When:** December 2005*

***Frequency:** Ongoing*

“When we lose the right to be different, we lose the privilege to be free.”
Charles Evans Hughes, Chief Justice



LANE COUNTY

AS SERVICE PROVIDER *(cont'd.)*

E. Ensure availability of translators and interpreters through a standard contract and access system and encourage managers and department directors to use this resource.

Responsible: Purchasing Manager, Department Directors

When: March 2005

Frequency: Ongoing

F. Conduct an assessment of County services and programs for effectiveness across different cultures, and promote implementation of evidence-based or best practices for specific communities.

Responsible: Department Directors

When: July 2006

Frequency: Every other year

G. Conduct standard assessment of County services and programs for access and customer satisfaction, including identifying any culturally specific barriers to programs and services. This should include the availability of documents and signage in more than one language or print format.

Responsible: Department Directors

When: November 2005

Frequency: Every other year

H. Update Americans with Disabilities Act (ADA) facility access assessment and the County services and programs access assessments.

Responsible: ADA Coordinator, Facilities Manager

When: July 2006

Frequency: Every five years

I. Evaluate intake and assessment tools used by departments in providing services, for cultural validity and improve tools as required based on assessment results.

Responsible: Department Directors

When: December 2005

Frequency: Ongoing

*"If we are to
live to-
gether in
peace, we
must come
to know
each other
better."
Lyndon
Baines
Johnson*



LANE COUNTY

AS SERVICE PROVIDER *(cont'd.)*

J. Establish minimum data set and data collection standards to include cultural variables to establish a baseline of who is currently served by County programs and to evaluate effectiveness across different demographic groups.

Responsible: Department Directors

When: July 2005

Frequency: Ongoing

K. Each department will establish its own diversity goals and related performance measures.

Responsible: Department Directors

When: July 2005

Frequency: Annually

"If we cannot end our differences, at least we can help make the world safe for diversity."

John F. Kennedy



LANE COUNTY AS FUNDER

***GOAL:** Lane County will ensure that County-funded services are provided, and funding decisions are made, in a manner that recognizes, addresses and is reflective of the cultural diversity of the communities served.*

ACTION ITEMS:

A. Implement model diversity language for Requests for Proposals (RFP's – see last page this section entitled Diversity Language for County RFP's and Service Contracts), to ensure that contractors applying for County funds have diversity policies in place.

***Responsible:** Department Directors, County Council*

***When:** March 2005*

***Frequency:** Ongoing*

B. Implement model diversity language for contracts (see last page this section entitled Diversity Language for County RFP's and Service Contracts), to ensure that contractors are providing culturally appropriate services to clients.

***Responsible:** Department Directors, County Council*

***When:** March 2005*

***Frequency:** Ongoing*

C. Increase use of Disadvantaged Business Enterprises (DBE's) by implementing the following:

- Include language on the definition of DBE's for County purchasing;
- Compile and maintain an updated list of DBE's;
- Design a system using PeopleSoft software for tracking amount of purchasing from DBE's;
- Develop an ongoing outreach plan to DBE's (intergovernmental effort);
- Provide notification of DBE's on a County list with an opportunity to bid/purchase (email, fax, internet site);
- Provide easily accessible information to departments about DBE's, sorted by business and business type.

***Responsible:** Purchasing Manager*

***When:** December 2005*

***Frequency:** Ongoing*

*“Ecidujerp is prejudice spelled backwards—either way, it makes no sense.”
Unknown*



LANE COUNTY

AS FUNDER *(cont'd.)*

D. Evaluate department directors, managers, and policy makers on their progress towards achieving diversity goals as outlined in Service Provider and Employer.

Responsible: County Administrator, Department Directors

When: July 2006

Frequency: Annually

*"We allow our
ignorance to
prevail upon us
and make us
think we can
survive alone,
alone in
patches, alone
in groups,
alone in races,
even alone in
genders."*

*Maya Angelou,
Poet*



LANE COUNTY AS FUNDER

DIVERSITY LANGUAGE FOR COUNTY RFP'S AND SERVICE CONTRACTS

1. Recommend adoption of the following language for Requests for Proposals and for selection of contractors who provide services directly to the public:

Describe how your company or agency will ensure that services are respectful, sensitive, and appropriate to the cultural, ethnic identity, and the cognitive and physical abilities of participating families. Include information about outreach programs and the cultural competency of staff. If funded, state how you will use the money designated for cultural competency to facilitate the outcomes described in the work plan.

INSTRUCTION TO SCORER: To what extent does the proposal demonstrate that the organization will ensure respectful, sensitive, and appropriate services that meet the different cultural, ethnic, and cognitive, and physical needs of participants/ members of the public? Does the proposal adequately respond to the needs of minority populations? That is, does the proposal address ethnic, cultural, language and gender differences within the targeted populations, and issues of disabled access? Does the proposal include information about cultural competency of staff? Does the proposal include a description of how the agency will use the funds designated for cultural competency?

a. **ACCESS:** The respondent is expected to insure equal access to services for clients' cultural or language diversity.

Required Documentation: A plan to provide services to people from culturally diverse backgrounds who may be non-English speakers. This could be through direct service, agency linkages or referrals.

b. **COMPLIANCE WITH FEDERAL MANDATES:** The respondent must be in compliance with the American Disabilities Act and the Civil Rights Act, Section 504.

Required Documentation: A letter of assurance of compliance with the American Disabilities Act and the Civil Rights Act, Section 504.

*"Be the
change you
wish to see in
the world."
Mahatma
Gandhi*



LANE COUNTY

AS FUNDER *(cont'd.)*

c. CONSUMER PARTICIPATION : A respondent is expected to encourage consumer participation in the agency.

Required Documentation: A description of how consumers are able to provide input into the decision making process of the organization including areas in which consumer participation is sought and how it is sought. If consumers are recruited for the board, state how recruitment is done and if any consumers have been added to the board as a result of this recruitment.

"How wonderful it is that nobody need wait a single moment before starting to improve the world."
Anne Frank



2. Recommend adoption of the following language for County service contracts:

Culturally Diverse and Appropriate Services: CONTRACTOR shall demonstrate through its actions, an understanding and appreciation of diversity and difference in its clients and/or consumers. This shall be demonstrated through the provision of equal access to services for all individuals. CONTRACTOR shall respect and value gender, language, race, developmental ability, and socioeconomic diversity in its clients and shall respect the client's right to privacy in such areas as religious faith, political beliefs, and sexual orientation. All individuals shall be treated with dignity and respect regardless of gender, language, race, developmental ability, religion, political beliefs, sexual orientation, and socioeconomic level. Services provided will be culturally, developmentally, and gender appropriate to the individuals receiving the service and will respect the privacy of the client. COUNTY reserves the right to review information regarding efforts to deliver services that benefit diverse populations.

LANE COUNTY BOARDS AND COMMISSIONS

GOAL: Lane County will ensure that County boards, commissions, and committees are reflective of the diversity of Lane County populations.

ACTION ITEMS:

A. Develop a resource guide of Lane County boards, commissions, and committees to use as a recruitment tool and to provide useful information to potential community member applicants.

Responsible: County Administrator

When: July 2005

Frequency: Update annually

B. Implement a strategy to recruit and retain diverse community members on Lane County boards and commissions, to be shared with the staff and members of the County boards and commissions.

Responsible: Performance, Development & Diversity Coordinator; Diversity Action Committee (DAC)

When: October 2005

Frequency: Annually

C. Conduct an annual review of the diverse make-up of Lane County boards and commissions, the results of which will be reported to the Board of Commissioners as part of the annual Diversity Action Plan report.

Responsible: County Administrator; Performance, Development & Diversity Coordinator; Diversity Action Committee (DAC)

When: March 2005

Frequency: Annually

“All human beings are born free and equal in dignity and rights.”
-Universal Declaration of Human Rights, 1948



LANE COUNTY

BOARDS AND COMMISSIONS *(cont'd.)*

D. From the above annual review, develop a report card on how individual boards and commissions are doing in recruiting and retaining members from diverse communities.

Responsible: County Administrator; Performance, Development & Diversity Coordinator; Diversity Action Committee (DAC)

When: March 2006

Frequency: Annually

E. Hold an annual volunteer appreciation week/day for all County volunteers as a way to build relationships and celebrate community involvement and participation in County government.

Responsible: County Administrator

When: April 2006

Frequency: Annually

F. Conduct a comprehensive training for staff and members of boards and commissions to include a review of diversity recruitment, retention, and inclusion.

Responsible: County Administrator; Performance, Development & Diversity Coordinator

When: October 2005

Frequency: Every other year

"I am only one; but still I am one. I cannot do everything, but still I can do something; I will not refuse to do something I can do."
Helen Keller



ACCOUNTABILITY & MONITORING

“WHAT GETS MEASURED GETS DONE”

The Diversity Task Force recommends a multi-step process for monitoring the Diversity Action Plan to encourage personal and organizational accountability for improving diversity in Lane County government. This process is designed to regularly assess progress on implementing the action steps in this plan, as well as tracking the results of those actions—is Lane County making progress toward reaching the goals of the plan. The monitoring plan will provide the information necessary for the leaders in the organization to be held accountable for making the required progress. The purpose of this is so that diversity becomes part of how each department does its daily work.

*“Diversity is the one true thing we all have in common. Celebrate it every day.”
-Anonymous*



Individual Accountability: The recommended actions in this plan include incorporating diversity measures into the **evaluation of all employees, managers and supervisors**. Senior managers as well as all others need to be personally accountable for valuing and managing diversity—this means both rewarded and challenged for their efforts. There are opportunities in each department to evaluate how assignments are given, members of task forces are chosen, who gets acknowledged at meetings, how ideas are recognized, the informal communications network, etc.

Organizational Accountability & Monitoring: The Task Force recommends quarterly monitoring of the implementation of the recommended strategies, with regular reports to the elected Board of Commissioners. The specific monitoring plan would include:

1. Quarterly reports from departments regarding progress on implementing strategies in the plan. This would be an easy-to-use format with check-off boxes and room for comments.
2. Departments would submit their quarterly reports to the Performance Auditor with copies to the County Administrator and the Performance, Development and Diversity Coordinator.
3. The Performance Auditor would provide a quarterly update to the Board of Commissioners regarding progress implementing the Diversity Plan.
4. The Board would act to accept the report, and/or provide other specific direction regarding the report.

ACCOUNTABILITY & MONITORING

“WHAT GETS MEASURED GETS DONE” (*cont’d.*)

5. Provide an annual “report card” to the Board of Commissioners on overall organizational performance and progress on Diversity Action Plan.

6. Invite members of the community to an annual review and feedback session regarding the organizational report card, and department progress on actions and goals.

7. Accountability for County Administrator, County Counsel, Department Directors reporting to the County Administrator, and Elected Official Department Directors shall be as follows:

a. Department Directors reporting to the County Administrator: Evaluation criteria for these directors will be revised to increase expectations for meeting individual, departmental and organizational diversity goals and cultural competency requirements as stated in the Diversity Action Plan.

b. County Administrator and County Counsel: Board of County Commissioners will include same evaluation criteria listed above as part of their annual evaluation of County Administrator and County Counsel.

c. Elected Official Department Directors (i.e., Sheriff, Tax Assessor, and District Attorney): Board of County Commissioners shall review the diversity plan of these departments.

*“Prejudice
is the child
of igno-
rance.”
William
Hazlitt,
British
Author*



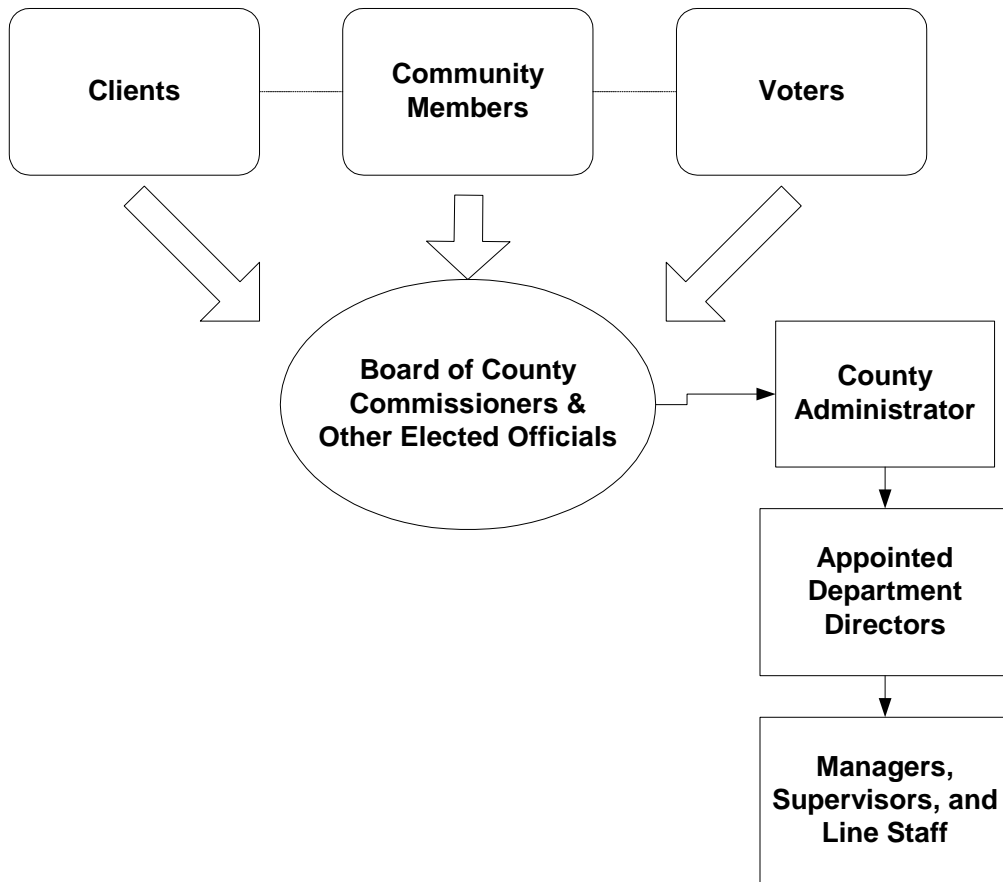
ACCOUNTABILITY & MONITORING

“WHAT GETS MEASURED GETS DONE” *(cont’d.)*

WHO IS ACCOUNTABLE TO WHOM IN LANE COUNTY?

Ultimately, Lane County as an organization is accountable to the community members it serves.

The chart below shows the lines of authority and accountability within Lane County government.



“We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.”

-Maya Angelou, Poet



DIVERSITY ACTION PLAN

OUTCOMES

The outcomes listed below are designed to track the organization's progress toward meeting the goals of the plan. The outcomes should be considered, "at a minimum," and achieving above these scores does not indicate the need to reduce the target goals. At this time, Lane County is not collecting some of the data for these measures, so baseline data may not be available. Therefore, the scores are approximate. A critical first step in implementing the plan is the collection of baseline data for these measures, in order to determine actual targets.

"We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams."
Jimmy Carter



LANE COUNTY AS EMPLOYER

GOAL: To recruit, retain, and develop a qualified and diverse workforce. To train and orient a workforce that is culturally competent. To develop and use instruments using data to measure deficits and progress of its diversity goals.

OUTCOMES:

1. Lane County's workforce will represent the identified culturally diverse groups in the labor pool it draws from (Lane County) at the 80 percent level by 2008.
2. 85% of employees will report they work in an environment free from harassment and discrimination on the employee climate survey by 2008.
3. 65% of clients will rate Lane County workforce as "successful" on cultural competency items on client satisfaction surveys by 2008.

LANE COUNTY AS SERVICE PROVIDER

GOAL: Lane County will ensure that County services, programs and activities are provided to its diverse communities in ways that are sensitive to and responsive to cultural differences, including accessibility for people with mental and physical disabilities.

OUTCOME:

1. 85% of respondents will rate county services as satisfactory or better on sensitivity and responsiveness items by 2008.

DIVERSITY ACTION PLAN

OUTCOMES *(cont'd.)*

LANE COUNTY AS FUNDER

GOAL: Lane County will ensure that County-funded services are provided, and funding decisions are made, in a manner that recognizes, addresses and is reflective of the cultural diversity of the communities served.

OUTCOMES:

1. 25% of contracts for purchase of materials in the amount of less than \$50,000 will be awarded to Disadvantaged Business Enterprises (DBE's) by 2010.
2. 90% of funding processes will receive a score of successful¹ or better by 2008.

LANE COUNTY BOARDS AND COMMISSIONS

GOAL: Lane County will ensure that county boards, commissions, and committees are reflective of the diversity of Lane County populations.

OUTCOME:

1. 80% of identified culturally diverse groups on boards, commissions, and committees will have an index score (rate of representation) of 1 by 2008.

¹ The goal is to quantify various aspects of the funding process for tracking purposes. For example, each aspect of that process needs to be described and a ranking needs to be developed to track efficacy. Hence, there may be something that looks like this: Does the RFP have sections related to working with culturally diverse clients? (0 = not at all; 3 = in some places, 5 = consistently throughout the document). Did the scoring committee have members of culturally diverse communities? (0 = not at all; 3 = yes, but unsure of how active those members are in the Lane County community, 5 = yes, active members in the Lane County community). These are only examples for illustration. The final items and their corresponding ranking need to be developed.

"Insight, I believe, refers to the depth of understanding that comes by setting experiences, yours and mine, familiar and exotic, new and old, side by side, learning by letting them speak to one another."
Mary Catherine Bateson, Cultural Anthropologist



APPENDICES

***DIVERSITY ACTION PLAN
ELECTED OFFICIAL, LEADERSHIP, AND EMPLOYEE
RESPONSIBILITIES***

As outlined below, County officials, leaders, employees, and committees each have responsibility for the successful implementation of the Diversity Action Plan:

BOARD OF COMMISSIONERS

1. Develop and adopt policies that clearly establish an overall climate for diversity, cultural competency, and equal employment opportunity initiatives.
2. Approve funding for diversity, cultural competency, and equal employment opportunity initiatives.
3. Provide leadership and public support for these initiatives.
4. Show support for diversity, cultural competency, and equal employment opportunity initiatives through recruiting and hiring practices.
5. Annually review the effectiveness of diversity, cultural competency, and equal employment opportunity initiatives through public review of a report prepared and presented by the Lane County Diversity Action Committee.
6. Require that equal employment opportunity performance be reported by county departments as part of the annual budget process.

ELECTED OFFICIALS

1. Work cooperatively with the elected Board of Commissioners to jointly develop and adopt diversity, cultural competency, and equal employment opportunity goals, policies, and initiatives that further the overall County goals of achieving effective workforce diversity.
2. Provide leadership and public support for these initiatives.
3. Show support for workforce diversity programs through your own recruiting and hiring practices.
4. Annually evaluate progress on your department's diversity and cultural competency goals, assess their effectiveness and revise them as needed.
5. Hold your management and supervisory personnel accountable for complying with the County's and your department's diversity/cultural competency goals.

COUNTY ADMINISTRATOR

1. The County Administrator has responsibility for implementation of the County's diversity, cultural competency, and equal employment opportunity goals and initiatives. This responsibility has been delegated to the equal employment opportunity officer (Human Resources Manager) and to each department director. The County Administrator provides leadership in supporting and implementing countywide goals and initiatives.
2. The County Administrator shall annually present a diversity performance evaluation for the units of County government to the Board of Commissioners in the form of an annual report during a public session.
3. As part of department directors' annual performance evaluations, the County Administrator shall consider each director's department diversity/cultural competency goals and their effectiveness in achieving those goals.
4. Administratively support the goals of the Diversity Action Plan to ensure that the employment, training, and promotion objectives are met.
5. Review each department's diversity, cultural competency, and equal employment opportunity goals and initiatives on an annual basis.

HUMAN RESOURCES MANAGER

1. The Human Resources Manager shall be the equal employment opportunity officer for Lane County and shall have overall responsibility and accountability for monitoring and ensuring compliance with the Diversity Action Plan and all relevant equal employment opportunity guidelines.
2. As the agent of Lane County, investigate or take other appropriate action on any complaint alleging an act of harassment or discrimination.
3. Modify as necessary the County's personnel practices within the principles of merit and fitness to strengthen the County's diversity, cultural competency, and equal employment opportunity goals and initiatives.
4. Assist County officials and management in carrying out their diversity, cultural competency, and equal employment opportunity responsibilities, including promoting the recruitment, employment, training, and retention of members of protected classes, and recommend solutions to any identified problems.
5. Train County managers and supervisors in their diversity, cultural competency and equal employment opportunity responsibilities.
6. Develop monitoring and reporting systems to acquire statistical information for the purposes of evaluating effectiveness of the County's diversity initiatives.
7. Prepare and submit quarterly reports on the progress and problem areas in the equal employment opportunity program and the implementation of the equal employment opportunity plan.

8. Annually update the diversity, cultural competency, and equal employment opportunity program in accordance with goals achieved and existing needs.
9. Assist managers in implementing effective departmental diversity initiatives, including the establishment of diversity-based hiring practices and goal setting..
10. Conduct job analyses on all classifications of positions in the County as the basis for all personnel actions. These personnel actions will include, but not be limited to, recruitment, training, selection, and performance evaluations.

DEPARTMENT DIRECTORS

1. Provide leadership and support for service delivery that is inclusive and culturally appropriate.
2. Be responsible and accountable for the execution, effectiveness, and results of the diversity goals and initiatives within your department.
3. Appoint a department member to serve as the department diversity liaison.
4. Establish and monitor your department's diversity, cultural competency, and equal employment opportunity goals and objectives in accordance with the County's diversity plan.
5. Make good faith efforts to recruit, select, and retain minority group members, females, and people with disabilities at a minimum in proportion to their availability in the relevant, qualified workforce.
6. Maintain an environment that is consistent with the County's anti-harassment policy.
7. Assist in providing career counseling and guidance for minority employees, female employees, and employees with disabilities where under-utilization exists and encourage them to prepare for positions which afford greater opportunities for advancement.
8. Ensure that diversity and equal employment opportunity principles are carried out in the recruitment, screening, selection, training, promotion, performance evaluation, work assignments, classification, assignment of overtime and additional duties, and all other terms and conditions of employment.
9. Assist in the identification of workforce under-utilization within your department.
10. Work with the department diversity liaison and the Human Resources Division to correct under-utilization reflected by employment patterns or practices within your department.
11. Ensure that each program manager and supervisor within the department is trained, knowledgeable, and accountable for meeting the department's goals in accordance with the Diversity Action Plan.

12. Conduct annual evaluations of training programs, use of contracts, hiring and promotional patterns, and review employee transfer, termination, and promotional patterns to assure minorities, women, and people with disabilities are given good-faith consideration for available opportunities.
13. Take immediate action on discrimination complaints and correct alleged unlawful practices.
14. Monitor program and service delivery systems within your department, where applicable, to ensure non-discriminatory practices.
15. Ensure compliance with all applicable federal and state laws and County rules and regulations.
16. Establish a positive climate for diversity initiatives to be successful within your department.

MANAGERS AND SUPERVISORS

1. Ensure that equal opportunity and fair employment practices are carried out in the selection, training, promotion, performance, evaluation, work assignments, classification, compensation, assignment of overtime and additional duties and all other terms and conditions of employment.
2. Consistently and actively support the purpose, goals, and objectives of the Diversity Action Plan.
3. Prevent and immediately correct situations and actions in the work environment that are contrary to the objectives of this Plan.
4. Ensure that equal opportunity policies are properly displayed within the work place.
5. Understand that a key consideration of a manager's and supervisor's performance evaluation will be his/her effectiveness in achieving workforce diversity objectives.
6. Maintain a work environment free of harassment, discrimination, intimidation, insults, jokes, or ridicule based on race, color, religion, sex, national origin, age, sexual orientation, or disability.
7. Identify equal employment opportunity problem areas and consult with the Human Resources Division to implement programs to correct them.
8. Ensure that copies of the County Diversity Action Plan and your department's diversity goals are available for employees to review.

EMPLOYEES

1. Demonstrate awareness, sensitivity, and respect to all employees and the public, particularly with regard to cultural diversity differences.
2. Actively contribute to creating a respectful work environment that is inclusive of all individuals by acting in a non-discriminatory and non-harassing manner.
3. Become culturally competent and knowledgeable about diversity principles and practices;
4. Educate co-workers and others about good diversity practice;
5. Learn to communicate effectively across cultural differences.
6. Become familiar with the County's Diversity Action Plan and your department's diversity goals and objectives.
7. Assist with identifying workforce diversity and equal employment opportunity issues and needs.
8. Assist in the investigation or resolution of discrimination/harassment complaints, as needed or as requested.

DEPARTMENT DIVERSITY LIAISON

1. Assist department director in identifying departmental diversity, cultural competency, and equal employment opportunity goals and in informing department employees about these goals through staff meetings, newsletters, employee orientation programs, and other means.
2. Advise the department director with respect to the department's diversity initiatives, procedures, regulations, and complaints.
3. Keep the department director or manager updated on relevant information and discussions from DAC meetings.

DIVERSITY ACTION COMMITTEE (DAC)

1. In conjunction with Human Resources, monitor the implementation of the Diversity Action Plan.
2. In consultation with Human Resources, analyze departments' or divisions' diversity, cultural competency, and equal employment opportunity performance and identify those worthy of acclaim and those needing improvement.
3. Meet periodically with the Human Rights Advisory Committee on the progress of the Diversity Action Plan and any issues that may exist related to it or any of its Action Items.

HUMAN RIGHTS ADVISORY COMMITTEE (HRAC)

1. Assist the County in recruitment and in soliciting protected class participation on citizen boards, commissions, task forces, and other advisory bodies.
2. Meet periodically with the Diversity Action Committee on the progress of the Diversity Action Plan and any issues that may exist related to it or any of its Action Items.

GLOSSARY OF DIVERSITY-RELATED TERMS

Accessibility: The ability of a person with a disability to approach, enter, and use facilities and work sites easily.

Adverse Treatment: Action that in any way deprives an individual of an employment or educational opportunity or negatively affects his or her status.

Affected Class: Those groups of people who are protected by anti-discrimination law who, because of past discrimination, continue to suffer the effects of such discrimination. Affected class status must be determined by analysis or court decision. (See Protected Class.)

Affirmative Action: A policy or a program that seeks to address past discriminatory practices through active measures to ensure equal opportunity, as in education and employment.

Applicant Pool: Total of those persons who have applied for a particular position (or who have applications on file) from which an employee may be selected.

Artificial Barrier: Any non-job related employment consideration which excludes from consideration for employment, individuals otherwise capable of doing the work.

Assessment Report: An accumulation of specific statistical and narrative data relating to a department, which identify and evaluate EEO problem areas.

Bicultural: Recognition and acceptance of the dual cultural influences that individuals from various racial, ethnic, religious, social backgrounds may bring to organizations and communities.

Bilingual: The ability to communicate in more than one language.

Bona Fide Occupational Qualification (BFOQ): A job selection standard based on sex, disability, age, religion, or national origin which is justified because it is reasonably necessary to the normal operation of the business. The BFOQ exemption has been narrowly construed by the courts.

Classified Position: Positions that are included in the job description and other provisions of a formal personnel classification system. Unclassified positions are generally in the professional and managerial ranks.

Climate Survey: Comprehensive assessment of the cultural climate of an organization reflecting internal and external perceptions, needs, concerns and resources.

Compliance: Adherence to laws, court decisions, regulations, executive orders and other legal mandates governing Equal Employment Opportunity.

County: County shall include all units of government under the policy direction of the Board of Commissioners, Lane County Oregon.

Culture: The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population.

Cultural Competency: The ability of Lane County to function effectively in cross-cultural situations. This would require the County to have a defined set of values, and demonstrate behaviors, attitudes, and policies that enable the County to provide services effectively to a variety of different cultural groups.

Cultural Diversity: Differences in race, ethnicity, language, nationality, religion or sexual identity among various groups within a community or organization.

Cultural Heritage: The knowledge, belief, art, morals, law, custom, and any other capabilities and habits that each one of us individually or collectively wishes to preserve and pass on to the next generation. If we want to preserve something, then it is our heritage.

Cultural Sensitivity: Demonstrating sensitivity to cultural differences and similarities, and effectiveness in using cultural symbols (e.g., language) to effectively communicate a message.

Culturally Appropriate Services: The provision of County services that are sensitive and responsive to the cultural differences that exist in particular cultural groups. Also, the provision of services that are effective because they are meaningful to recipients based on their culture.

Culturally Competent Employee: The understanding, attitudes, and skills that enable an employee to deliver services to culturally diverse individuals in ways that fully meet their needs.

Disability: A physical or mental impairment which substantially limits one or more major life activity; a record of such impairment; or perception by others of such impairment.

Disadvantaged: A descriptive term referring to those individuals who because of sex, disability, age, religion, race, color, or national origin which under particular laws, may not be considered as a basis for an act of harassment or discrimination (intentional or not).

Discrimination: *Organizational Discrimination (Disparate Effect):* The results of personnel practices which are quantitatively different for a protected class member from equal employment opportunity. *Individual Discrimination (Specific Intent):* The result of an individual employer's willful exclusion of a protected class member from an equal employment opportunity. The laws relating to Equal Employment Opportunity are concerned with the effects of actions taken by an organization (intent vs. impact).

Disparate Impact: The tendency for a test, job qualification, or other employment practice to screen out, or otherwise limit, the employment opportunities of people of color, women, individuals with disabilities, or older individuals at a greater rate than others. It also describes the inequitable distribution of services.

Disparate Treatment: Employment practices such as the use of tests or educational requirements which are fair and neutral on their face, but which are applied or administered in an unfair manner.

Disparity: Underutilization of minorities, women and/or disabled persons. Specifically, the difference between existing representation and what could reasonably be expected in the appropriate labor source.

Diversity: A broad definition that includes a wide range of individuals with unique needs and talents beyond the observable differences of race, gender, and age, but with the additional characteristics of religious differences, marital status, sexual orientation, family status, political affiliation, education or socioeconomic status, and disabilities (see also Workplace Diversity).

Employment Equity: Includes approaches to equal access to employment for all culturally diverse groups, through an organization's focus on identifying, preventing, and removing discriminatory barriers in recruitment, hiring, training, retention, career pathing, promotion, and income.

Equal Employment Opportunity: The availability of employment and advancement to all people on the basis of merit, capability, and potential. A concept which addresses Equal Opportunity for all persons in employment which includes recruitment, application processing, hiring, job placement, compensation, promotion, transfer, termination, and shift assignment.

Equal Opportunity: A system of practices under which individuals are not excluded from any opportunity or benefits because of their sex, disability, age, religion, race, color, national origin, ancestry, arrest or conviction record, political affiliation, or refusal to consent to sexual interaction.

Equity: Fairness, justice, and impartiality to all in an inclusionary environment; includes equal opportunities for all regardless of difference; for example those due to age, gender, race, color, or ability.

Ethnicity: Ethnicity is the set of cultural characteristics that connect a particular group or groups of people to each other. Ethnicity is rooted in the idea of societal groups, marked especially by shared nationality, tribal affiliation, religious faith, shared language, or cultural and traditional origins and backgrounds.

Gender Identity: A person's actual or perceived sex; includes a person's identity, appearance, or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with the person's sex at birth.

Good Faith Efforts: A term used to describe honest attempts by an organization to achieve affirmative action or equal employment opportunity goals.

Harassment: Relates to the intimidation and generally poor treatment of people based on one of the federally protected classes (see also "Sexual Harassment").

Hostile Work Environment: Behavior of such frequency or severity that it creates an unwelcome or abusive work environment that has the purpose or effect of unreasonably interfering with a person's ability to do their job, or creating an intimidating, hostile, or offensive work environment.

Inclusiveness: As an inclusive organization, Lane County will welcome and incorporate perspectives from diverse groups within and without the organization, where appropriate.

Institutional Privilege: The social structure that gives some groups an advantage and some a disadvantage in competition for social resources (e.g. jobs, finances, power, etc.), which may cause one group to hold a disproportionate number of positions of wealth and power.

Institutional Racism: The systematic mistreatment of people of color enforced and supported by society and its institutions. Exercised by people in power and resulting in a differential and negative impact on particular individuals and groups. Limits, and/or reduces access to the goods, benefits,

services, and protections of the society, on the basis of race, and, in a manner that is systematized and self-perpetuating.

Merit and Fitness: Consideration of each individual's qualifications for a position, including their knowledge, skills, abilities, experience, education, training, intelligence, physical and mental fitness, and personal characteristics, relative to job requirements.

Multicultural: The recognition that organizations are made up of people of diverse cultures and social groups who bring with them values and norms that they share or hold in common with others they identify with through ancestry, language or geography.

Noncompliance: Failure to follow the conditions set out in an Equal Opportunity clause and the regulations applicable through those clauses.

Optimal Cultural Climate: The best conditions in which all employees and customers can succeed.

Privilege: A special advantage, right, or benefit not granted to or enjoyed by all.

Protected Class: A group of people of the same race, sex, color, religion, or national origin who have equal protection rights according to Title VII of the Civil Rights Act. Other laws also protect areas of physical and mental disability, age, and Vietnam era veterans.

Qualified Disabled Person: A "qualified disabled person" with respect to employment, is a disabled person who can perform the essential function of a job with reasonable accommodation and who is eligible for appointment under the hiring regulations. Essential functions are defined as those tasks which are necessary or fundamental to accomplish the purpose of a job.

Race/Ethnic Identification: The five race/ethnic categories used by the Equal Employment Opportunity Commission are: White, Black, Hispanic, Asian or Pacific Islander, and American Indian or Alaskan Native.

Reasonable Accommodation: The changing of environments, schedules or requirements to adapt to the known physical or mental limitations of a disabled qualified applicant or employee which may include job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provisions of readers or interpreters or similar actions and which can be made without undue hardship to the employer.

Religion: Religion is the set of beliefs, feelings, doctrines, and practices that define the relations between human being and sacred or divinity. A given religion is defined by specific elements of a community of believers: doctrines, sacred books, rites, worship, organization, etc.

Sexual Harassment: Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when resulting in (1) submission to such conduct is made either explicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

Sexual Orientation: Having or being perceived as having an emotional or physical attachment to another person without regard to the sex of that person; or having or being perceived as having an orientation for such attachment.

Target Group: Protected groups on which agencies are free to focus in their Affirmative Action efforts. Priorities are determined by the relative levels of underutilization.

Under-utilization: Having fewer member of a particular group in a job classification than would normally be expected by their presence in the labor market.

Vietnam Era Veteran: For the purpose of compliance with the Equal Employment Opportunity requirements of the Veterans Assistance Act of 1972, is defined as "a person (1)who served on active duty for a period of more than 180 days, any part of which occurred between August 5, 1964 and May 7, 1975, and was discharged or released there from with other than a dishonorable discharge, or served less than 180 days and was discharged or released with other than a dishonorable discharge because of service related disability."

Voluntary Action: The taking of steps to overcome the effects of conditions that resulted in limited participation for certain groups of people.

Workplace Diversity: Recognition of the variety of differences among workers across many different dimensions -- race, culture, language, age, gender, etc. -- and the different perspectives and values that may be inherent in those differences. Valuing diversity implies a philosophy while managing diversity involves the translation of the philosophy of valuing diversity into organizational goals and objectives.

Work Environment: The social, physical, and psychological surroundings in which an employee works.

Workforce: The total of all regular authorized positions within a department. Such positions in the classified service include only regular full-time and part-time positions, excluding those specifically exempted by the appointing authority.

Workforce Analysis: A statistical study of the numbers and percentages of employees by race, sex, ethnic origin in each job category and rank for all employees of a specific employer. The analysis also includes an accounting of the utilization or underutilization of the protected class employee as compared with their availability in the relative workforce. This is required by Federal law.

DIVERSITY POLICY

The County Diversity Policy is found at Lane Manual 2.390. It states:

2.390 Diversity is a key to the future success of Lane County. We are charged with providing effective government services in an increasingly competitive and diverse environment. If we are to succeed, each of us must embrace the value of diversity as being critical to the achievement of our mission. The more successfully we are able to conduct our business in a diverse community the more diverse our presence must be in that community.

Diversity transcends race and gender, Affirmative Action, and Equal Employment Opportunity. It means respecting and valuing differences such as those based on age, disability, race, sex, religion, color, national origin, ethnicity, socio-economic status, sexual orientation, and political beliefs. In order to collaborate successfully with the diverse communities we serve, the County must be cognizant and respectful of our differences both in the community and the worksite. Most importantly, all in the County must rethink our approach to diversity. No longer are such issues just matters of social policy or historical reciprocity. Diversity, and the respect and understanding of the integrity and worth of all cultures, peoples and lifestyles is today and will continue to be simply good business.

- (1) Policy. Lane County will demonstrate its commitment to diversity through the way in which it provides County services, through its employment practices, through its funding decisions, and through its appointments to County boards, commissions, and committees by:
 - (a) Ensuring that all County services, programs and activities are provided to its diverse communities in ways that are sensitive to and responsive to cultural differences, including accessibility for persons with disabilities;
 - (b) Ensuring that all County-funded services are provided, and funding decisions are made, in a manner that recognizes, addresses and is reflective of the cultural diversity of the communities served;
 - (c) Demonstrating a commitment to workplace diversity through implementation of affirmative action plans and development of cultural sensitivity and cultural competency among other employees; and,
 - (d) Ensuring that all County board, commissions, and committees are reflective of the diversity of the Lane County population.
- (2) The diversity policy contained in LM 2.390 is intended to be an expression of intent and aspiration on the part of the Lane County Board and is to be used to guide the County government in benefiting from and being responsive to the changing population that provides both the County's workforce and its customer base. It is not intended to be, nor shall it be used as a basis for anyone demanding a right or making a claim against Lane County or its employees.

VISION OF LANE COUNTY AS A MULTICULTURAL ORGANIZATION

Lane County's vision is that it will be an organization that:

- ***Reflects*** the contributions and interests of diverse cultures in its mission, operations, products, and services;
- ***Is committed*** to eradicating institutional racism and social oppression of all forms within the organization;
- ***Includes*** members of diverse cultures in decisions of the organization that affect them
- ***Values*** diversity and views the differences between people as a strength;
- ***Emphasizes*** participation and empowerment of all people in the organization through its policies and management practices;
- ***Creates*** a working environment where people are valued for what they do and not what they are;
- ***Follows through*** on broader external social responsibilities by educating employees in multicultural perspectives.

The vision of Lane County government as one that embraces these values is seen as critical to the way in which the County provides services, conducts its employment practices, conducts its funding decisions, and makes its appointments to County boards, commissions and committees.

**FEDERAL LAWS PERTAINING TO
EQUAL EMPLOYMENT OPPORTUNITY**

The Equal Pay Act of 1963

Prohibits wage discrimination based upon sex. The Department of Labor administers this Act.

Title VI of the Civil Rights Act of 1964

Prohibits discrimination on the basis of race, color, religion, sex, or national origin under any program or activity that receives Federal financial assistance.

Title VII of the Civil Rights Act of 1964

As amended by the Equal Employment Opportunity Act of 1972, prohibits any form of discrimination in employment based on race, color, religion, sex, or national origin by public or private employers, employment agencies, labor unions, or apprenticeship programs. It prohibits discrimination in all phases of employment: recruitment, testing, hiring, promotion, discharge, classification, training, compensation, and other terms, privileges, and conditions of employment. Sexual harassment is considered a form of sex discrimination and is also prohibited. The Equal Employment Opportunity Commission administers this Act.

The Pregnancy Disability Amendment

This amendment to Title VII of the Civil Rights Act of 1964 prohibits discrimination on the basis of pregnancy, childbirth, or related medical conditions. The Equal Employment Opportunity Commission administers this Act.

Executive Order 11246 of 1965

As amended, prohibits discrimination by nonexempt government contractors or subcontractors on the basis of race, color, religion, sex, or national origin. This executive order covers all contractors with \$10,000 or more in Federal contracts. It was the first to require affirmative action in employment for women and people of color. The Office of Federal Contract Compliance Programs, under the Department of Labor administers it.

The Age Discrimination in Employment Act of 1967

As amended, prohibits discrimination on the basis of age for persons aged 40 and over.

Indian Civil Rights Act of 1968

Guarantees rights to individual Native Americans. These rights, patterned after the Bill of Rights and the 14th Amendment to the US Constitution, must be respected by tribal governments.

The Rehabilitation Act of 1973

As amended, prohibits discrimination on the basis of disability or handicap of persons who 1) have a physical or mental impairment that substantially limits one or more major life activities, 2) have a record of such impairment, or 3) are regarded as having such impairment. The act requires nondiscrimination and affirmative action. The Office of Federal Contract Compliance Programs under the Department of Labor administers this Act.

The Vietnam-Era Veteran's Readjustment Act of 1974

Requires affirmative action in the hiring of qualified disabled veterans and Vietnam-Era veterans on active duty for more than 180 days, any part of which was during the Vietnam Era. The Office of Federal Contract Compliance Programs administers this Act.

American Indian Religious Freedom Act of 1978

Protects Native American religious beliefs and practices.

Americans with Disabilities Act of 1990

Modeled in large part on the Rehabilitation Act, the ADA reflects one major difference that is the use of the word "disability" rather than "handicap." This Act prohibits the exclusion of people from jobs, services, activities, or benefits based upon disability.

The Civil Rights Act of 1991

Provides appropriate monetary remedies for intentional discrimination and unlawful harassment in the work place. This Act provides statutory guidelines for the adjudication of disparate impact cases under Title VII, and responds to recent Supreme Court decisions by expanding the scope of relevant civil rights statutes in order to provide adequate protection to victims of discrimination. The Equal Employment Opportunity Commission administers this Act.

Glass Ceiling Report

The Federal Glass Ceiling Commission (created under Title II of the Civil Rights Act of 1991) issued two primary reports based on a study of barriers to advancement of people of color and women in corporate hierarchies. Such barriers were coined the "glass ceiling." The results of the study were published in two reports entitled: Good For Business: Making Full Use of the Nation's Human Capital, and A Solid Investment: Making Full Use of the Nation's Human Capital.

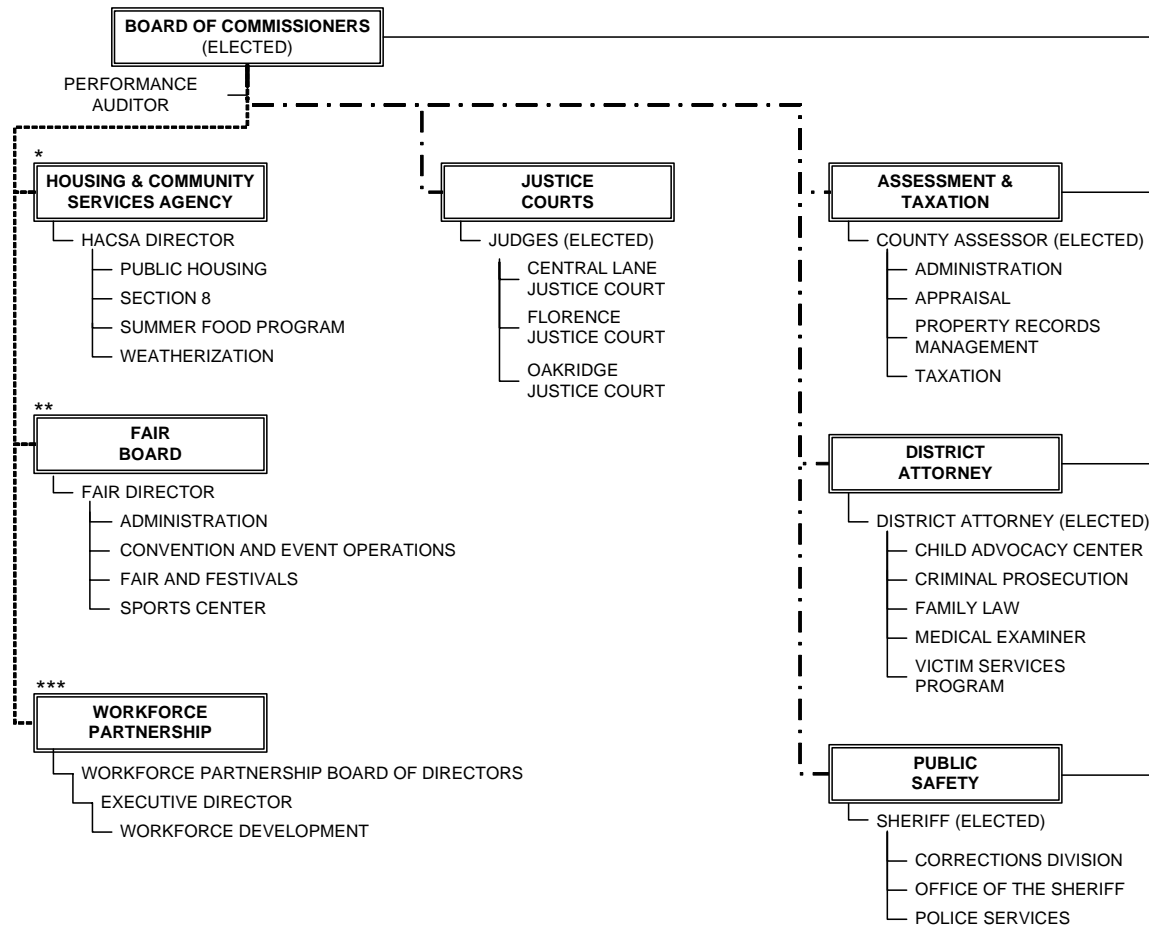
The findings published in Good for Business illustrate that people of color and women remain consistently under-represented and underutilized at the highest corporate levels. The Commission found that increasing understanding and respect of diverse cultures through education and training provides an important foundation for organizations to help eliminate stereotypical thinking and actions, and to facilitate merit-based practices and behaviors within the organization. The Commission also found that affirmative action continues to be the best hope of achieving workforce diversity and ensuring that people of color and women do, in fact, receive equal employment considerations.

STATE OF OREGON LAW

The Oregon Civil Rights Law ORS 659.030 makes it unlawful for public or private employers with one or more employees to refuse to hire, fire, or to discriminate against an individual in compensation, terms, conditions, or privileges of employment because of a person's race, color, religion, sex, national origin, marital status, age, expunged juvenile record, association with someone in a protected class, family relationship (659.030), mental or physical handicap (659.425), or in application for workers' compensation (659.410).



LANE COUNTY CITIZENS



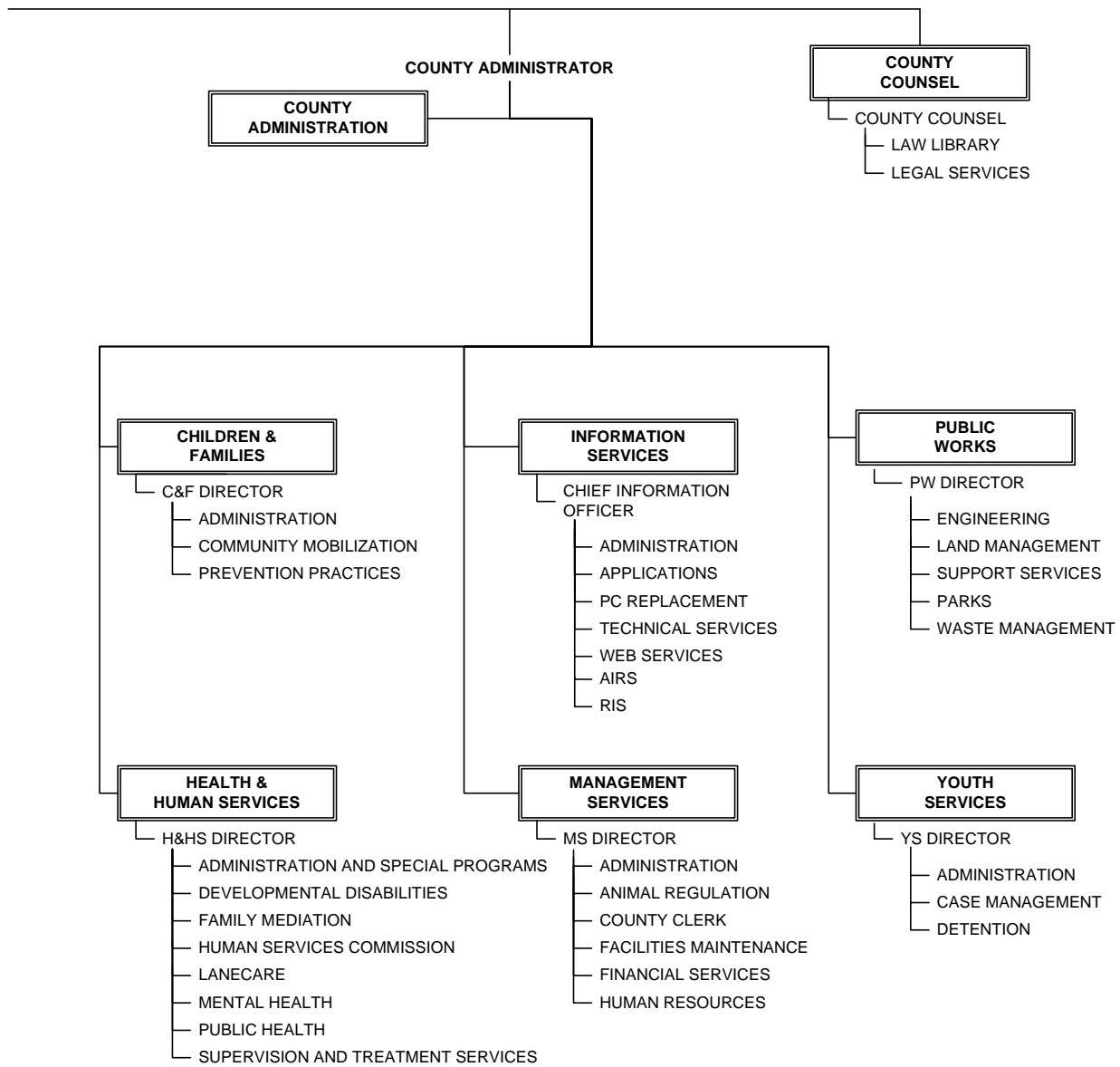
LEGEND

- . - . - . - indicates publicly elected officials with direct budget authority by the Board of Commissioners
- indicates partial responsibility to the Commissioners (see right):
- indicates direct responsibility

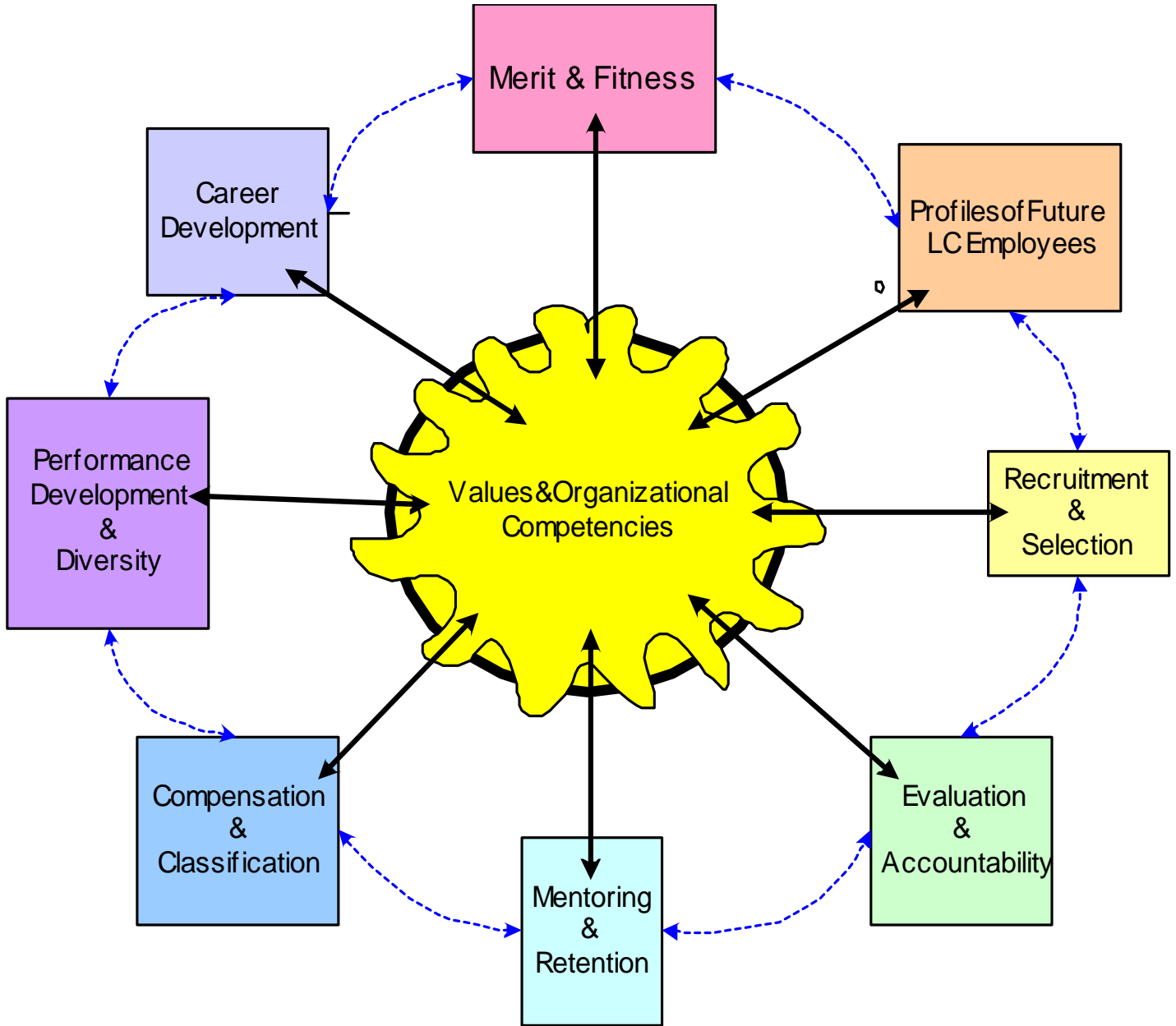
* (Not a department) Board of Commissioners is the Housing Services (HACSA) Board

** Board of Commissioners has budget authority and sets personnel rules; Fair Board has independent management authority; Fair Board members are appointed by the Commissioners

*** Board of Commissioners has budget authority and sets personnel rules; department has separate statutory operational charge, contracts with County for administrative services



LANE COUNTY CULTURAL VALUES MODEL



HUMAN RESOURCES PLAN

2005

D R A F T

RECRUITMENT & SELECTION

Action Item	Who?	When
Broaden and create a more inclusive definition for the hiring guidelines of “merit and fitness” as outlined in the Lane Charter.	HR Mgr & Performance Development & Diversity Coordinator	4/2005
Evaluate recruitment and selection processes with the objective of providing departments service best suited to the need: <ul style="list-style-type: none"> • Streamline the hiring process • Increase focus on ways to attract more diverse applicants • Identify best practices for recruiting diverse applicants • Increase departments’ use of extra help referral process 	Personnel Program Manager	Ongoing
Provide enhanced training & support to hiring supervisors regarding selection processes in order to overcome cultural biases and hire for comprehensive competencies, to include behavioral, cultural, technical or skill-based, creativity & risk-taking.	Personnel Program Manager, Performance Development & Diversity Coordinator, HR Analysts	4/2005 & Ongoing

CLASSIFICATION & COMPENSATION

Action Item	Who?	When
Compensation/Benefits—Review total compensation package to increase recruitment competitiveness and employee retention, taking into consideration the following ideas: <ul style="list-style-type: none"> • Pay-for-performance (two way), merit-based compensation plan • Allowing leave differential to be received in pay, deferred comp, etc. • Establish market factor in compensation plan • Reduce compaction/compression between managers and direct reports • Address compensation issues regarding technical, professional, medical and managerial classifications • Align non-represented employees comp plan with key organizational objectives 	HR Mgr, Personnel Program Manager, HR Analysts	Completed By 1/2010 1/2007 6/2006 6/2006 1/2006 6/2006
Review each classification group with goal of developing career ladders; recommend changes that will increase potential for career growth	HR Mgr, Personnel Program Manager, HR Analysts	9/2006
Review options to provide incentives for employees who exhibit exceptional performance; develop reward system based on merit, not seniority	HR Mgr, Personnel Program Manager, HR Analysts	12/2005

HUMAN RESOURCES PLAN

2005

D R A F T

HUMAN RESOURCES INFORMATION MANAGEMENT

Action Item	Who?	When
Create processes to minimize complexity & number of steps in managing employee records	HR Information Mgmt Team	Ongoing
Increase use of informational technology to augment HR processes & reduce countywide support costs	HR Information Mgmt Team	Ongoing

LABOR & EMPLOYEE RELATIONS

Action Item	Who?	When
Redesign & implement new performance evaluation system to: <ul style="list-style-type: none"> • Link dept objectives & measures with individual employee's objectives & measures • Create options for performance evaluation formats that reflect individual work programs and required competencies • Identify diversity/cultural competency standards for all employees, including directors, managers and supervisors 	HR Manager; Labor & Employee Relations Mgr; Department Directors, Managers & Supervisors; Employees	In Process Completion 12/2009
Post HR informational memos on Intranet <ul style="list-style-type: none"> • Law Changes • Policies • Special Notices 	HR Staff	Ongoing
Review current policies and procedures (APM's) for accuracy and completeness; recommend changes to LC Mgmt Team	HR Staff & Advisory Committee	Ongoing
Review contracts for clarification & evaluate if language and practice are in accord	Labor & Employee Relations Mgr	Ongoing
Increase management's flexibility to address operational and cost issues through collective bargaining	Labor & Employee Relations Mgr	Ongoing
Work with bargaining units to achieve agreement on how to meet diversity goals vis-à-vis seniority issues	Labor & Employee Relations Mgr	Begin Spring 2005

HUMAN RESOURCES PLAN

2005

D R A F T

PERFORMANCE DEVELOPMENT & DIVERSITY

Action Item	Who?	When
Enhance training program to develop managers/supervisors as a part of experience/training portfolio for interested employees	Performance Development & Diversity Coordinator	9/2007
Develop mandatory curriculum that recognizes & incorporates diverse learning styles & cultural differences Identify portable modules to address organizational needs: <ul style="list-style-type: none"> • Customer service training • Supervisory training • Diversity • Harassment • Computer Use • Other laws/rules/policies 	Performance Development & Diversity Coordinator, HR Analysts	9/2005
Develop supervisory curriculum that includes the following: <ul style="list-style-type: none"> • Mediation • Coaching • Mentoring • Conflict resolution • Negotiation • Facilitation • Leadership • Continuous Improvement • Generational work styles/opportunities • Develop training for supervisors regarding employee separation process and importance of employee surveys 	Performance Development & Diversity Coordinator	7/2005
Develop workforce enhancement plan to address: <ul style="list-style-type: none"> • Career paths, succession planning, mentoring, continuous learning, required training, incentive programs, diversity initiatives, cultural competency & performance accountability 	Performance Development & Diversity Coordinator	6/2006
Collaborate with local educational agencies and other public and private agencies to provide employees ongoing education	Performance Development & Diversity Coordinator	Ongoing
Build on results from 2004 Climate Survey to determine what additional measures are needed to increase our workforce's diversity.	Performance Development & Diversity Coordinator	4/2005 & Ongoing

HUMAN RESOURCES PLAN

2005

DRAFT

RISK MANAGEMENT

Action Item	Who?	When
Develop formal loss prevention & control plan	HR Analyst 2	12/2005
Address safety & loss prevention as countywide imperative		
Review components of the Lane County Risk Program in order to create an updated cohesive and comprehensive program. <ul style="list-style-type: none"> • Research best practices in order to develop a meaningful and applicable loss prevention and control program; • Review risk program language in Lane Manual, Lane Code, and the Administrative Procedures Manual and propose modifications where needed. 	Risk & Benefits Manager & HR Analyst 2	12/2005
	HR Analyst 2	12/2005
Continue to provide emergency response training to Lane County employees through the CERT program	HR Analyst 2	Ongoing

BENEFITS

Action Item	Who?	When
Investigate new deferred comp options and deferred comp match	Risk & Benefits Manager	12/2005
Stabilize health insurance costs	Risk & Benefits Manager	Ongoing
Investigate health & wellness initiatives that will benefit employees through better quality of life and lower incidents of disease	Risk & Benefits Manager	12/2005
Investigate options to health plan design in order to meet Lane County goals in reducing the rate of cost increase	Risk & Benefits Manager	Ongoing
Work with State and local organizations and employers in order to contain health care costs; provide incentives to health care providers to report on efficiency and quality; and investigate areas where group purchasing or group participation will create cost savings	Risk & Benefits Manager	Ongoing
Investigate effective means of providing more information to Lane County employees about better ways to utilize health care benefits	HR Analyst 2	Ongoing
Work with Information Services Department to create an Employee Benefits page on the Lane County internet so that employees, dependents, and retirees can access current benefit information and forms at times convenient for them	HR Analyst 2 & HR Assistant	Ongoing
Support Labor Relations Manager with employee benefit information during contract bargaining sessions	Benefits Team	Ongoing
Provide departments with timely information on employee leaves due to non-occupational reasons	HR Analyst 2 & HR Assistant	Ongoing

SHARED

Action Item	Who?	When
<p>Establish Best Practices/Develop Consistency in Service</p> <ul style="list-style-type: none">• Analyst Training• Recruitment/Selection• Risk Management• Labor Relations• Class Comp• Diversity• Benefits• Investigations• Record Keeping	All HR Staff	Ongoing

DIVERSITY and HUMAN RIGHTS CONSORTIUM CLIMATE SURVEY



Bethel Public Schools



City of Eugene



City of Springfield



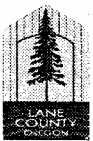
Eugene Public Schools



Eugene Water & Electric Board



Lane Community College



Lane County



Lane Transit District



Springfield Public Schools



University of Oregon

WELCOME:

Welcome to the Interagency Member Survey. Your organization is one of ten local agencies that joined the Diversity and Human Rights Consortium (DHRC) in 2002. The consortium agreed to work together to create an environment that supports equity, human rights and diversity within each organization and in our community.

One of the goals of the Consortium is to commit to workplace diversity through recruitment, hiring practices, and retention efforts. One way to accomplish this goal is through the use of diversity measurement tools. This survey is such a tool.

WHAT WE HOPE TO LEARN:

We want to find out what in your organization's cultural climate influences your decision to continue your employment with them. We recognize that workplace environment is a key factor in employee retention. This survey will give us a starting point and a benchmark for future reference. The survey is not an end in itself; it is the beginning.

SPEAK UP:

On the following pages you will have the opportunity to share your thoughts and experiences about being an employee in your organization. **Your answers are anonymous.** You will be sending your survey to the Oregon Survey Research Laboratory at the University of Oregon. The Lab will combine your responses with others for analysis and the results will be analyzed and reported in a way that does not identify individuals. The data will be separated by organization for reporting purposes.

HOW THE RESULTS WILL BE USED:

After the survey responses are collected and analyzed, we will look for patterns and areas of opportunity, and identify actions items that DHRC can work on collectively.

This survey gives you the opportunity to have your voice heard. While your participation is optional, we value your opinion and are grateful for your time. Your individual perspective and experience gives us valuable insight, and we appreciate your willingness to share it with us.

NEXT STEPS:

Please complete and return the survey no later than three weeks from today in the attached self-addressed, stamped envelope. Though your response is voluntary, we strongly urge you to respond.

Thank You,

Diversity and Human Rights Consortium Members

DIVERSITY and HUMAN RIGHTS CONSORTIUM (DHRC) CLIMATE SURVEY

Please answer the following questions about your entire organization:

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NO OPINION	SOMEWHAT AGREE	STRONGLY AGREE
I work in a comfortable environment, free from harassment and discrimination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have as many opportunities to grow and advance in my career as anyone else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My organization has policies against discrimination and harassment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My organization tries to hire people from a variety of backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My organization should try harder to hire people from a variety of backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My organization provides enough training to promote multicultural understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My organization should provide more training to promote multicultural understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My organization does a good job in serving the diverse populations in the area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My organization should do a better job in serving the diverse populations in the area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been exposed to different cultural perspectives in my workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I were to witness harassment or discrimination at work, I would feel comfortable reporting it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I were to experience harassment or discrimination at work, I would feel comfortable reporting it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe increasing workforce diversity is a good thing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compared to one year ago, how would you rate your organization as a place to work in terms of its acceptance of people's differences (e.g. race, color, religion, gender, age, mental or physical disability, national origin or ancestry, and sexual orientation).

- BETTER
- WORSE
- UNCHANGED

In answering the following questions, we will use the term work environment to refer to the people you work with on a daily basis within your organization.

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NO OPINION	SOMEWHAT AGREE	STRONGLY AGREE
The people in my work environment are concerned about each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The people in my work environment are friendly to new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The people in my work environment are welcoming to new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The people in my work environment are respectful of new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The people in my work environment are cooperative with new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The people in my work environment are welcoming to persons with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The people in my work environment are non-racist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The people in my work environment are non-sexist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The people in my work environment are non-homophobic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The people in my work environment are non-transgender phobic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My manager has talked to my work group about the organization's policies around discrimination and harassment.

- YES
- NO

My manager has taken steps to ensure that acts of harassment do not take place.

- YES
- NO

My manager has taken steps to ensure that acts of discrimination do not take place.

- YES
- NO

From the list below, select two items that you think are barriers to increasing diversity at your organization:

- | | |
|--|--|
| <input type="checkbox"/> LOW TURNOVER | <input type="checkbox"/> LACK OF OUTREACH TO DIVERSE COMMUNITIES |
| <input type="checkbox"/> HIGH TURNOVER | <input type="checkbox"/> DOWNSIZING AND LAY-OFFS |
| <input type="checkbox"/> BIAS IN RECRUITING AND HIRING | <input type="checkbox"/> YOU HAVE TO KNOW SOMEONE TO GET IN |
| <input type="checkbox"/> NOT ENOUGH QUALIFIED APPLICANTS | <input type="checkbox"/> FAILURE TO VALUE CULTURAL DIFFERENCES |
| <input type="checkbox"/> BUDGET ISSUES | |

My organization has provided me with the opportunities to increase my skills in the following ways:

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NO OPINION	SOMEWHAT AGREE	STRONGLY AGREE
Recognizing discriminatory behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stopping to consider whether the language I am using may be offensive to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling negative language used by another in such a way as to try to educate the other person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiating contact with people who are not of my culture or ethnic background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rate how closely you agree with the following statements.

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NO OPINION	SOMEWHAT AGREE	STRONGLY AGREE
I enjoy my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy my coworkers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend that a friend seek employment with my organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, my organization is an excellent place to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you feel is the most pressing issue related to diversity at your organization?

Finally, we would like to ask you some questions about yourself. ~

What is your race/ethnicity (check all that apply)?

- AFRICAN AMERICAN/BLACK
- AMERICAN INDIAN/ALASKAN NATIVE
- ASIAN/PACIFIC ISLANDER
- CHICANO/LATINO/HISPANIC
- MIDDLE EASTERN
- MULTI-RACIAL
- WHITE/CAUCASIAN
- OTHER _____

Are you (check all that apply):

- FEMALE
- MALE
- TRANSGENDER

How old are you?:

- UNDER 30
- 31-40
- 41-50
- 51-60
- OVER 60

Do you have a disability that limits a major life activity such as seeing, hearing, learning, and/or walking:

- YES
- NO

What is your sexual identity (check all that apply)?:

- HETEROSEXUAL
- BISEXUAL
- GAY
- LESBIAN
- QUESTIONING

What is your first language?

- ENGLISH
- ENGLISH IS NOT MY FIRST LANGUAGE

How long have you worked for your current employer?

- 0 - 3 YEARS
- 4 - 6 YEARS
- 7 - 10 YEARS
- 11+ YEARS

What is your department?

- HEALTH AND HUMAN SERVICES
- PUBLIC WORKS
- SHERIFF'S OFFICE
- OTHER

Do you hold a supervisory/leadership position?

- YES
- NO

Do you have any additional comments you'd like to make?

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