

City of Sacramento WORKFORCE RACE & GENDER EQUITY ACTION PLAN 2020-2025

WORKFORCE PLANNING - Classification Study/Job Specifications¹

Result Statement for all Outcomes: *The City of Sacramento workforce reflects the racial and gender makeup of the community, creating an inclusive, effective, and competitive future. “Reflect the community we serve – to better serve the community²”*

1. (Outcome Statement) CoS is committed to modifying job specifications/announcements through a class study to identify and remove unintentional and artificial barriers to marginalized communities.

GDIB Assessment Category #1, 2, 3, 5, 6,

Community Indicator Indicator (% , stats, or other measurement)	Outcomes and Actions (number of concrete steps that is connected to result statement)	Timeline (specific month/year)	Accountability (who does what)	Performance Measure (data/choice points to progress)	Progress Report (document or meeting)
100% of job specifications/ announcements have been updated through a class study for inclusive language to attract and retain workforce demographics that reflect the City of Sacramento demographics across job classifications (compared to adults of working age in Sacramento)	1) Perform a comprehensive Citywide classification study on all job positions <ul style="list-style-type: none"> a. Objectives pertaining to classifications <ul style="list-style-type: none"> i. Minimum Qualification (MQ) requirements and other requirements. ii. may be unnecessary (including degrees, certifications, professional licenses, driver’s licenses, etc.). iii. may favor dominant identities by emphasizing need for formal education previous gov’t experience – systemic barriers. iv. Review MQ are relevant to essential functions such key tasks and competencies required. v. Remove unintentional or artificial barriers in minimum qualifications. vi. capitalize on previous experience (paid or unpaid). vii. consider on-the-job trainings supplementing skill set. b. Objectives pertaining to job specifications <ul style="list-style-type: none"> i. Eliminate industry jargon. ii. Articulate a focus on demonstrated skills: not necessarily credentials and experience to minimize discouraging applicants with relevant transferable skills from applying. iii. Integrates diversity, equity, and inclusion as core competency expectation in fulfilling position. iv. Ensure best practice of inclusive and gendered language. v. Create a statement of commitment to creating an inclusive/equitable workforce to include in all position descriptions. c. Identifies pay differential between individual classes and compares ratio analysis by gender and race as relates to internal pay analysis d. Analysis of existing internal hierarch and internal career ladders where appropriate. 	<Department Co-leads and Core Team provide information from annual report	<Department Co-leads and Core Team provide information from annual report>	RFP is issued Consultant is hired Consultant provides timeline to complete study. Prioritize the classifications to be reviewed. Update at least 33% of job classifications through the class study per year over a three-year period.	% of job classifications that have updated - Consultant and existing staff resources % of job classifications that have updated - Consultant and existing staff resources

RESOURCES: 1) Insight Paper *Public Sector Jobs: Opportunities for Advancing Racial Equity* Race Forward/GARE <https://racialequityalliance.org/wp-content/uploads/2015/02/Public-Sector-Jobs-Final1.pdf>. 2) Summary of Public Sector Workforce Assessment for Sacramento Region August 2019 http://pathways2publicservice.org/wp-content/uploads/2019/09/IPPS_Summary-of-Public-Sector-Workforce-Assesment-for-Sacramento-Region_August-2019.pdf?utm_source=Innovative+Pathways+to+Public+Service&utm_campaign=dd3dfcac2b-EMAIL_CAMPAIGN_2019_09_13_11_48&utm_medium=email&utm_term=0_a9b085b37f-dd3dfcac2b-148016341.

¹ Developed by GARE Cohort members HR Director and ACM August 2019

² Adapted on 8/6/2019 by GARE Cohort. This is an overarching statement that applies to all outcomes.

OUTREACH – YOUTH / EDUCATION³

Result Statement for all Outcomes: The City of Sacramento workforce reflects the racial and gender makeup of the community, creating an inclusive, effective, and competitive future. “Reflect the community we serve – to better serve the community”

2. Sacramento youth of color and young women have a basic knowledge of careers in government service and receive opportunities for preparing for those careers

GDIB Assessment Category #1, 2, 3, 9

Community Indicator Indicator (% , stats, or other measurement)	Outcomes and Actions (number of concrete steps that is connected to result statement)	Timeline (specific month/year)	Accountability (who does what)	Performance Measure (data points to progress)	Progress report (document or meeting)
<p>___# of Sacramento youth participating in early career education programs by race and gender.</p> <p>___# of Sacramento youth participating in Career Technical Education programs partnered with City of Sacramento departments by race and gender</p> <p>___# of CoS/School District partnerships in High school Career Technical Education.</p> <p>___% of diverse Sacramento youth who move on to CoS sponsored pipeline programs demographics across job classifications (compared to adults of working age in Sacramento).</p> <p>___% of participants in programs are youth of color and young women</p> <p>___% increase of students knowledge about the types of careers available in City Government</p> <p>___% increase of students understanding of pathways to pursue careers in City Government</p>	<p>1) City of Sacramento employees have skills, competencies, and resources to advance racially inclusive outreach and engagement programs to introduce and inform local youth of color about careers in government service through early career education opportunities. Actions include:</p> <ul style="list-style-type: none"> a. Develop best practices tool kit for departments to engage with diverse youth about career readiness and development. b. Strengthen community partnerships with educational. c. Institution, stakeholders, and community-based organizations to: ⁴ <ul style="list-style-type: none"> i. Identify points of contact within all City Departments to determine communication and engagement. d. Create an equity resource list for internal and external audiences. e. Identify high schools with career technical educations programs that fit STEM, public safety, and technical careers with the City of Sacramento. f. Train employees procedures to effectively document report race and gender of all youth served through use of the Citywide Youth Data Portal. <p>2) Align Inclusive Economic & Community Development (Inclusive Economy) Initiative with youth Work-Based Learning (WBL).</p> <ul style="list-style-type: none"> a. Determine best practices, reduce duplication, and identify supports needed across departments. b. Standardize infrastructure and resources. c. Seek feasibility of implementing or leveraging recommendations⁵ from guiding document <i>Analysis of Structural Alignment Across City Administered Youth Work-Based Learning Programs with Recommendations</i>⁶. 	<p><Department Co-leads and Core Team provide information from annual report></p>	<p><Department Co-leads and Core Team provide information from annual report></p>	<p>Citywide Working Group/Planning Team is organized, named and meeting regularly to implement GARE Youth Early Education Initiatives</p> <p>All departments are engaged and designate a point of contact for working group/ planning team</p> <p>100% of school districts provide a point of contact for program development</p> <p>Demographics of 100% of traditional grade schools, middle schools and high schools in City of Sacramento identified</p> <p>All CTE programs are identified in all high schools in CoS.</p> <p>Appropriate supports are identified to effectively administer youth WBL programs delivered across departments</p> <p>All citywide youth programs are in alignment and departments are delivering high-quality WBL pathways & career education</p>	

³ Developed by GARE Cohort members Asst Fire Chief and IT Manager, August 2019

⁴ Examples include but not limited to Sacramento Employment & Training Agency (SETA), Sacramento Unified, Innovative Pathways to Public Service (IPPS), Centers of Excellence (COE), Institute for Local Government (ILG), Sacramento Women & Girls Advancement Coalition (SWAC)

⁵ i) Convene Youth Work-Based Learning Alignment Work Group ([YWBL Alignment Team](#)) to develop policies and procedures to formalize strategic activities across division, ii) Establish a regional, multi-disciplinary [Workforce Taskforce](#) that takes a holistic approach to workforce development using the WBL learning continuum
iii) Development of a [Youth WBL Strategic Plan](#), and iv) Full development of a comprehensive [Citywide Youth Data Portal](#) to register, monitor, measure, and evaluate impact of youth programs and investments.

⁶ Document was prepared by the Youth Development Policy Manager as a guide to achieving interdepartmental alignment, supports, and infrastructure for youth WBL activities.

Resources: Innovative Pathways to Public Service (IPPS) Resource and Tools: <http://pathways2publicservice.org/resources-tools/>. Institute for Local Government Readiness Assessment: Is Your Agency Ready to Start or Scale-Up a Program? <http://pathways2publicservice.org/resources-tools/>.

OUTREACH – PIPELINE⁷

Result Statement for all Outcomes: *The City of Sacramento workforce reflects the racial and gender makeup of the community, creating an inclusive, effective, and competitive future. “Reflect the community we serve – to better serve the community”*

3. A citywide pipeline framework that removes barriers to access to career pathways for people of color and women to move from high school to college to entry level positions with City of Sacramento.

GDIB Assessment Category #1, 2, 3, 9

Community Indicator Indicator (% , stats, or other measurement)	Outcomes and Actions (number of concrete steps that is connected to result statement)	Timeline (specific month/year)	Accountability (who does what)	Performance Measure (data points to progress)	Progress Report (document or meeting)
<p># of department that create pipeline programs</p> <p>___% of local high school graduates that participate in city pipeline programs by race and gender</p> <p>___% of pipeline program completers who are successfully employed in CoS career positions by race and gender</p> <p>___% of pipeline program completers who are successfully employed in other agency career positions by race and gender</p>	<ol style="list-style-type: none"> 1) Develop department guidelines for seamless user pipeline for work-based learning (WBL) to advance workforce equity using 1) career pathway program structures⁸, and 2) Citywide Youth Development Plan & Framework.⁹ <ol style="list-style-type: none"> a. Centralize and Catalogue all WBL opportunities currently offered. (Ex. internships, apprenticeship, service learning, work-site field trips, mentorships, etc.). b. Identify needs assessment. c. Identify ready assessment. d. Identify types of work-based learning strategies e. Create standardized processes for departments to utilize when developing pipeline programs. 2) Identify and engage community partners that support pipeline training programs. 3) Determine best practices for WBL pipeline programs to create a standard framework that will reduce duplication and increase alignment across all City Departments. 4) Create processes to evaluate for program quality, outcomes information, and effectiveness (Pre/post program delivery) through use of the Citywide Youth Data Portal. 	<p><Department Co-leads and Core Team provide information from annual report></p>	<p><Department Co-leads and Core Team provide information from annual report></p>	<p>All work-based learning opportunities in one central document</p> <p>Document guide for implementing varied WBL opportunities that are aligned with Citywide Youth Development Campaign Plan and best practices.</p> <p>Document standard evaluation process and instrument to evaluate all WBL opportunities across city departments.</p>	

⁷ Developed by GARE Cohort members Asst Fire Chief and IT Manager, August 2019

⁸ Departments will be able to develop highly successful pathway programs that utilize WBL to provide real-life work experiences through academic and technical skills to help youth and adults of color develop employability skills. WBL experiences range from career awareness to career exploration and training and benefit in-school youth, opportunity youth, adult jobseekers, or incumbent workers. WBL activities can include middle school students learning about various careers in the classroom, high school students exploring careers through activities like job shadowing, as well as career preparation and training through internships and paid apprenticeships.

⁹ Citywide Youth Development Campaign Plan can be located here: http://sacramento.granicus.com/MetaViewer.php?view_id=22&clip_id=4114&meta_id=510648

RESOURCES: 1) Work-Based Learning Tool Kit Engaging Employers <https://cte.ed.gov/toolkit/engaging.html>. 2) Sample readiness self-assessment tool <http://www.doe.mass.edu/acls/wioa-readinesstool.docx>. Build Your Talent Pipeline Work-Based Learning Guide (Oklahoma) <https://oklahomaworks.gov/wp-content/uploads/2018/03/WBL-Employer-Guide-Final-3-5-19.pdf>. 3) Institute for Local Government Readiness Assessment: Is Your Agency Ready to Start or Scale-Up a Program? <http://pathways2publicservice.org/resources-tools/>. 4) Strategic Workforce Development Plan for the Sacramento Area 2017-2020 <https://www.seta.net/app/uploads/2012/07/Draft-Sacramento-Local-Workforce-PLan-final.pdf>.

OUTREACH – RECRUITMENT¹⁰

Result Statement for all Outcomes: The City of Sacramento workforce reflects the race and gender makeup of the community, creating an inclusive, effective, and competitive future. “Reflect the community we serve – to better serve the community”

4. The applicant pool for all positions reflects the racial and gender diversity of the City of Sacramento

GDIB Assessment Category #1, 2, 3, 4

Community Indicator Indicator (% , stats, or other measurement)	Outcomes and Actions (number of concrete steps that is connected to result statement)	Timeline (specific month/year)	Accountability (who does what)	Performance Measure (data points to progress)	Progress Report (document or meeting)
<p>% department who have included racial and gender equity requirements in all RFP's for recruitment of positions.</p> <p>% applicant demographics reflect CoS demographics across all department recruitment efforts</p> <p>Number of job fairs, seminar, or special event where general postings and announcements</p> <p>Percent of departments and divisions who engage with the community</p>	<p>1) Improve printed and online recruiting materials in communities of color and women by profession, industry, and fields.</p> <ul style="list-style-type: none"> a. Create a recruiting brochure that describes citywide employment benefits, including opportunities to join organized bargaining units. The brochure should reflect the diverse workforce commitment to racial and gender equity. b. Departments create inserts that provide more detail about their respective dept or specific recruitment. c. Diversity-focused advertising resources including social media, professional listservs, higher education including alumni groups, field specific, etc. d. Language inclusive supplements of non-English speakers¹¹. e. Leverage brand update webpages that relate to employment opportunities and development branding City of Sacramento as a great place to work. f. Increase visibility and highlight the work of front-line leaders, managers, and directors the City should create a method to highlight the good work of City employees and the importance of City work. <p>2) Increase the effectiveness of the City's publication and distribution of job announcements.</p> <ul style="list-style-type: none"> a. The distribution of internal job announcements consistent and all announcements should be posted on departments' bulletin boards. b. Update employment applications to provide space for applicants full-time and part-time to disclose where they learned (not just those hired) of the job opening. <p>3) Improve the efficiency and effectiveness of the City's job-marketing efforts by creating interdepartmental recruiting opportunities.</p> <ul style="list-style-type: none"> a. Create a recruitment booth that can be shared by departments for various events. 	<p><Department Co-leads and Core Team provide information from annual report></p>	<p><Department Co-leads and Core Team provide information from annual report></p>	<p>Racial and gender equity guidelines and scope of work language is included in all RFP's for all recruitments Citywide recruitment brochure has been developed and disseminated to all 15 departments</p> <p># of brochures produced.</p> <p># of languages included in supplement.</p> <p>% of applicants of color and women who applied for jobs at events or public library pilot kiosk</p>	<p>Draft outreach and recruitment plan</p>

¹⁰ Developed by GARE Cohort members Asst Fire Chief and IT Manager, September 2019

¹¹ For some positions, the application process will entail more written and verbal interaction than will ever be required during the performance of the job. It might be reasonable to present job information to applicants in a language most comfortable to them, even though they will still be required to demonstrate the ability to communicate in English.

	<ul style="list-style-type: none"> b. Pilot computer kiosk for applying for jobs at public library branch. c. Incorporate diversity outreach concepts that visually reflect the diversity that the City of Sac strives to maintain in all handouts and display materials. d. Developing a training program for recruiters in all City departments. e. Schedule cooperative recruitment opportunities for multiple departments. f. Develop generic City of Sac advertisement template for popular Internet job searches sites that would direct applicants to the City's website for current job postings. 				
<p>RESOURCES: Jobvite's 2018 Report Recruiter Nation Survey <i>The Tipping Point The Next Chapter in Recruiting</i> https://www.jobvite.com/wp-content/uploads/2018/11/2018-Recruiter-Nation-Study.pdf. 2)</p>					

HIRING PROCESS –APPLICANTS¹²

Result Statement for all Outcomes: The City of Sacramento workforce reflects the racial and gender makeup of the community, creating an inclusive, effective, and competitive future. “Reflect the community we serve – to better serve the community”

5. Department leadership and all employees understand and are committed to achieving racial and gender equity and understand how the concepts connect to identify racially and gender diverse applicants.

GDIB Assessment Category #1, 2, 3, 4,

Community Indicator Indicator (% , stats, or other measurement)	Outcomes and Actions (number of concrete steps that is connected to result statement)	Timeline (specific month/year)	Accountability (who does what)	Performance Measure (data points to progress)	Progress Report (document or meeting)
<p>1) # of online application received by classification and race and gender designation</p> <p>3) # of application by racial and gender category</p>	<p>1) Racial Equity Analysis on the Online Hiring Center (OHC) to determine who is applying? What are the barriers? Do we efficiently capture demographic data from applicant. Analysis should consider:</p> <ul style="list-style-type: none"> a. Shared statement to let applicants know why CoS is collecting demographic information. b. Allow people to self-identify. c. Establish technological capability to implement blind screening process for all departments. d. Online application system should be reviewed and compared to best national practices. e. Look into feasibility of developing mobile app for applying to jobs. f. Mitigate barriers to completing the application online, which include: <ul style="list-style-type: none"> i. Computer knowledge and accessibility, transportation. ii. Being unaware that assistance is available or feeling as though requesting assistance may negatively impact their opportunity to gain employment. iii. Departments report: <ul style="list-style-type: none"> 1. Number of applications 2. Analysis of application demographic data to determine access for City employment. 3. Document retention and security of maintaining paper applications with personal private information. g. Duplicate in examination process. h. Staffing levels to support processing of applications to departments. 	<p><Department Co-leads and Core Team provide information from annual report></p>	<p><Department Co-leads and Core Team provide information from annual report></p>	<p>1) Assessment of OHC – listening session implemented; --blind hiring implemented; – paper application process are clear, centralized by department, and analyzed by race, gender, etc.</p> <p># of library location</p>	<p>1) In progress on blind hiring - 1) RFP for Service Tech Provider will include scope of work for capability for personal attributes to be invisible during review of applicants after MQ evaluation - resources need to be identified</p> <p>New proposal-Not yet begun resources need to be identified Existing staff resources; funding may be needed for specific initiatives</p> <p>New proposal-Not yet begun resources need to be identified</p>

¹² Developed by GARE Cohort members HR Manager and Diversity & Equity Manager, September 2019

	<ul style="list-style-type: none"> 2) Investigate feasibility of integrating a Talent Acquisition Development (Monterey County, CA) online application for City of Sacramento. 3) All RFPs for external search firms explicitly state expertise and scope of work in diversity recruiting with specific requirements to produce diverse applicant pool as a part of scope of work. 4) Establish job application submittal stations pilot in 1 public library location and train 1-2 library staff on job application submittal and general questions. 5) Develop mandatory formal EDI curriculum for all hiring manager. 6) Conduct racial and gender equity analysis on applicant satisfaction and application processes and status. <ul style="list-style-type: none"> a. Develop feedback instrument of applicants to determine level of satisfaction with the type and frequency of communication received throughout the application process. b. Outcomes should include clear updates during the process to mitigate <ul style="list-style-type: none"> i. Qualified applicants withdrawing from the process. ii. Low level of initial engagement. c. Other outcomes include: <ul style="list-style-type: none"> i. clear communication to applicants regarding notification of application. ii. explanation of application/hiring process. iii. general hiring timeline, department. iv. employee relations contact information. v. survey to measure applicant satisfaction with process. 			<p>where application can be submitted via online</p>	
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RESOURCES: 1) Montgomery County T.A.D. Application Presentation <https://transcripts.gotomeeting.com/#/s/0aae67b19e247bec71f0a3b5e045d12c90ae979e617c080803c3a84b0f384e0c>. 2) Report: Sacramento region to lead NorCal in job growth <https://www.kcra.com/article/report-sacramento-region-to-lead-norcal-in-job-growth/26889063>. 3) Living Cities recommendations for other cities interested in applying a racial equity lens to policies and operations May 2016 <https://www.livingcities.org/resources/351-getting-ready-for-racial-equity-work-the-racial-equity-here-evaluation>. 4)

HIRING PROCESS – EXAMINATIONS¹³

Result Statement for all Outcomes: The City of Sacramento workforce reflects the racial/ethnic/gender makeup of the community, creating an inclusive, effective, and competitive future. “Reflect the community we serve – to better serve the community”

6. Department leadership and employees understand and are committed to achieving racial equity and understand how the concepts connect to City Employment Examinations of the Hiring Process.

GDIB Assessment Category #1, 2, 3, 4

Community Indicator Indicator (% , stats, or other measurement)	Outcomes and Actions (number of concrete steps that is connected to result statement)	Timeline (specific month/year)	Accountability (who does what)	Performance Measure (data points to progress)	Progress Report (document or meeting)
% exam taken reflect racial and gender diversity demographics across department recruitment efforts % of exams passed reflect racial and gender diversity	1) Update/review by RE Tool Process on Exam Management to ensure current examinations are not a barrier to racial and gender equity. Analysis and data should consider: <ul style="list-style-type: none"> a. Ensuring the type of exam is appropriate for the type of position (written versus performance). b. During the examination development ensure that testing questions and strategies are not gender exclusive or stereotyped¹⁴ by profession. c. Perform Item Analysis to determine for negative impact /disparate impact on test taker’s to ensure racial barriers do not exist. d. Remove any questions about an applicant’s race or gender from test to ensure test taker demographic data, questionnaire from test, or forward to department. e. Review proctor’s feedback / comments of exam for developing new exams. f. Develop guidelines for examination administrators to understand common bias to eliminate racial and gender bias. 2) Identify positions/departments where exams can be offered in non-English languages.	<Department Co-leads and Core Team provide information from annual report>	<Department Co-leads and Core Team provide information from annual report>		New proposal- Not yet begun resources need to be identified

¹³ Developed by GARE Cohort members HR Manager and Diversity & Equity Manager, September 2019

¹⁴ Ex. Women are secretaries, men work with street equipment.

RESOURCES: 1) City of Madison's 2015 *Human Resources Equity Report: Advancing Racial Equity in the City Workforce* <https://www.racialequityalliance.org/2015/08/14/the-city-of-madisons-2015-human-resources-equity-report/>.

HIRING PROCESS – Interviews¹⁵

Result Statement for all Outcomes: The City of Sacramento workforce reflects the racial and gender makeup of the community, creating an inclusive, effective, and competitive future. “Reflect the community we serve – to better serve the community”

7. All employees are trained on interview practices that eliminate barriers, including addressing implicit bias, and support the hiring and promotion of a diverse workforce

GDIB Assessment Category #1, 2, 3, 4,

Community Indicator Indicator (% , stats, or other measurement)	Outcomes and Actions (number of concrete steps that is connected to result statement)	Timeline (specific month/year)	Accountability (who does what)	Performance Measure (data points to progress)	Progress Report (document or meeting)
<p>% of racially diverse hirings reported in annual Ethnicity & Diversity Report</p> <p>% of interview panels reported by departments citywide that have # of racially diverse panelists</p> <p>% of trained employees to participate on interview panels</p>	<p>1) Developing Citywide Selection, Recruitment and Hiring Manual focus training to focus on 4 pillars of City's Equity and Engagement model: building trust, equipping employees, developing employees, and connecting to purpose.</p> <p>2) Develop mandatory training for employees to participate on cross department interview panels.</p> <p>A) Communicate & train all hiring authorities on the Citywide Recruitment, Selection, & Hiring Manual.</p> <p>B) Outcomes should ensure to build employee capacity and competency on removal of barriers in public sector employment¹⁶ including:</p> <p>i. Explicit discrimination:</p> <ol style="list-style-type: none"> 1. Disparate treatment (intentional decision to treat people differently on protected characteristics). 2. Disparate impact, (practices that have a disproportionate adverse impact on person in a protected class. <p>ii. Implicit bias:</p> <ol style="list-style-type: none"> 1. Doubt objectivity. 2. Increase motivation to be fair. 3. Improve conditions of decision making. 4. Count data. <p>iii. In-group favoritism</p>	<p><Department Co-leads and Core Team provide information from annual report></p>	<p>Please see note¹⁸</p> <p><Department Co-leads and Core Team provide information from annual report></p>	<p>1) Manual/policy update Complete</p> <p>2) Curriculum training module on diversity interview panel responsibilities developed Departments, working with Employee Resource Groups stakeholders, have an updated list of employees who have professional skill sets, and/or are trained to serve on interview panels for positions at every level of the organization. Proposal developed and submitted to Labor Relations Meetings with all 9 Bargaining</p>	<p>1) In Progress. CE Policy update underway. Internal meetings held, external stakeholder meetings upcoming.</p> <p>New proposal-Not yet begun resources need to be identified Existing staff resources; funding may be needed for specific initiatives</p>

¹⁵ Developed by GARE Cohort members HR Manager and Diversity & Equity Manager, September 2019.

¹⁶ Pg. 5 Insight Paper *Public Sector Jobs: Opportunities for Advancing Racial Equity Race Forward*/GARE <https://racialequityalliance.org/wp-content/uploads/2015/02/Public-Sector-Jobs-Final1.pdf>

¹⁸ Work has been underway in 2019 for outcome action 1) Citywide workgroup 22 members, AAELC, Latino Stakeholders Group, SWAGC, A.Z. Barnes, DEM | Sally Ly, HR Mgr., ECD ACM Milstein, HR Director Banks-Robinson, CM Howard Chan, outcome action #2) CMO Executive Team, Hiring authorities (managers/supervisors) | HR Manager of ECD | HR liaison for each Department, Labor Relations|Organizational Development | ODE

	iv. Stereotype threat ¹⁷ C) Require hiring manager accountability for diversity reflective of the community served (documental and measurable) during the interview process (Ex. grading mechanism, common bias, avoiding tokenism) D) Effective use of diversity & inclusion lens checklist (appendix #) in Citywide Recruitment, Selection, & Hiring Manual.			Units	
RESOURCES: 1) Insight Paper <i>Public Sector Jobs: Opportunities for Advancing Racial Equity</i> Race Forward/GARE https://racialequityalliance.org/wp-content/uploads/2015/02/Public-Sector-Jobs-Final1.pdf					

HIRING PROCESS – Selection¹⁹

Result Statement for all Outcomes: The City of Sacramento workforce reflects the racial and gender makeup of the community, creating an inclusive, effective, and competitive future. “Reflect the community we serve – to better serve the community”

8. City of Sacramento selection process is designed to support the hiring and promotion of underrepresented racial and gender populations.

GDIB Assessment Category #1, 2, 3, 4,

Community Indicator Indicator (% , stats, or other measurement)	Outcomes and Actions (number of concrete steps that is connected to result statement)	Timeline (specific month/year)	Accountability (who does what)	Performance Measure (data points to progress)	Progress Report (document or meeting)
% of racially diverse hirings reported in annual Ethnicity & Diversity Report	1) Analyze all phases of the application and review process to assess for bias processes. <ul style="list-style-type: none"> a. Determine if there are choice points in the process where there is a greater drop-off rate for women and /or people of color. b. If there are, analyze the causes and develop appropriate strategies for changing outcomes. 2) Formalize and embed racial and gender equity values in the requirements and protocols of the panel process. Outcomes should include: <ul style="list-style-type: none"> a. Track the demographics of panelists to include race, gender, disability, subject matter expertise, language, generation, thinking and communication style, organizational diversity, etc. b. Training process with panelists to communicate and guide panel in understanding equity values, review job criteria/skills/competencies, and awareness around bias. c. Training on implicit bias, nepotism, and conflict of interest. 	<Department Co-leads and Core Team provide information from annual report>	<Department Co-leads and Core Team provide information from annual report>		New proposal-Not yet begun resources need to be identified Existing staff resources; funding may be needed for specific initiatives

¹⁷ Much of the research about stereotype threat has been focused in the context of academic capacity and performance, but is relevant to workplace cultures as well as 1) social belonging, 2) wise criticism, 3) Behavioral scripts, 4) Growth mindset, 5) Value-affirmation, and 6) Remove triggers of stereotype threat on standardized tests.

¹⁹ Developed by GARE Cohort members HR Manager and Diversity & Equity Manager, September 2019

	<ul style="list-style-type: none"> d. Overview of department, division, and how this position supports the CoS mission. e. Discuss information that guide decision-making and benchmarks for interview questions. f. Point of contact for questions and expectations of panelists. g. Communicate process and ranking process. h. Importance of notes and documentation in open records requests. <p>3) Analyze supplemental review questions for equity and bias for:</p> <ul style="list-style-type: none"> a. Job position require applicant to write well as part of their duties b. Department has worked with HR to set up benchmarks for supplemental questions. 				
<p>RESOURCES: 1) Minimum Qualifications: Best Practices in Recruitment and Selection Advancing Racial Equity in Multnomah, County (June, 2015) https://www.racialequityalliance.org/2015/06/08/minimum-qualifications/. 2)</p>					

<p style="text-align: center;">HIRING PROCESS – Onboarding²⁰</p> <p style="text-align: center;">Result Statement for all Outcomes: The City of Sacramento workforce reflects the racial and gender makeup of the community, creating an inclusive, effective, and competitive future. “Reflect the community we serve – to better serve the community”</p>					
<p>9. CoS onboarding process is designed to support all staff to advance racial and gender equity in all CoS processes and work-places.</p>					
<p>GDIB Assessment Category #1, 2, 3, 7,</p>					
Community Indicator Indicator (% , stats, or other measurement)	Outcomes and Actions (number of concrete steps that is connected to result statement)	Timeline (specific month/year)	Accountability (who does what)	Performance Measure (data points to progress)	Progress Report (document or meeting)
<p>% of managers training annually</p> <p>% attrition of managers of annually</p>	<p>1) All current and new supervisors trained and competent in the City’s workforce equity imperative through hybrid of in person and technology training for welcoming and onboarding new employees to their Department and City of Sacramento that includes the following outcomes:</p> <ul style="list-style-type: none"> a. Emphasizes diversity and inclusion. b. Prepare team and department to receive new employee. c. Provide race and gender equity training from GARE as part of new orientation and onboarding of all new managers. d. Training on City of Sacramento Citywide Recruitment, Selection, & Hiring manual. 	<p><Department Co-leads and Core Team provide information from annual report></p>	<p><Department Co-leads and Core Team provide information from annual report></p>	<p>% Staff have acknowledged responsibility via Target Solutions within 120 days of hiring.</p> <p>Each department’s orientation process for managers includes a section on internal support resources for managing performance, coaching and being a supportive manager.</p>	<p>1) New proposal- Not yet begun resources need to be identified Existing staff resources; funding may be needed for specific initiatives</p>

²⁰ Developed by GARE Cohort members HR Manager and Diversity & Equity Manager, September 2019

<p>% of new hires that received formal on boarding during first year of employment</p>	<ul style="list-style-type: none"> e. Leverage current supervisor training modules offered through Organization Development. f. Leverage Target Solutions and LMS. g. Increase understanding of critical role to facilitate the onboarding process h. Responsibility for onboarding is including in the performance outcomes of all managers. <p>2) Establish annual survey of new supervisors to measure success of first year of employment that includes the following outcomes:</p> <ul style="list-style-type: none"> a. Sense of belonging and engagement. b. Feeling of contributing to department and city mission. c. Job satisfaction. d. Likelihood of retaining employment. e. Sense of team building and productivity. f. Summary and results are included in the Departments in the department. <p>3) Create an online resource repository for onboarding, performance management, and strategies for cultivating workplace belonging and inclusion.</p>			<p>Each department has reporting onboarding training curriculum for all new employees.</p>	
<p>RESCOURCES: National League of Cities Race, Equity, and Leadership (REAL) initiative https://www.nlc.org/program-initiative/race-equity-and-leadership-real. 2) Welcoming and Orienting: A Supervisor’s Guide (Feb 2018) University of Cornell https://hr.cornell.edu/sites/default/files/documents/welcoming_and_orienting_employees_supervisors_guide.pdf. 3) City of Sacramento Recruitment, Selection, and Hiring Manual. 4) Sample of Employee onboarding survey questions: https://www.talentlyft.com/en/resources/employee-onboarding-survey-questions.</p>					

CAREER PATHWAYS – Career Ladder²¹

Result Statement for all Outcomes: The City of Sacramento workforce reflects the racial and gender makeup of the community, creating an inclusive, effective, and competitive future. “Reflect the community we serve – to better serve the community”

10. Fosters employee career development while developing and supporting racial and gender equity.

GDIB Assessment Category #1, 2, 3, 7,

Community Indicator Indicator (% , stats, or other measurement)	Outcomes and Actions (number of concrete steps that is connected to result statement)	Timeline (specific month/year)	Accountability (who does what)	Performance Measure (data points to progress)	Progress Report (document or meeting)
<p>Percent of supervisors who are fully integrating racial equity practices into their management practices</p> <p>Percent of supervisors who are promoting and educating staff on professional and personnel growth and advancement opportunities within the City</p>	<ol style="list-style-type: none"> 1) Coordinate with Citywide ‘Job Classification Study’ to identify/avoid impacts to career progression (more information needed re: timeline to complete full classification study). 2) Create career ladders to provide race and gender equitable career pathways to employees, within their Department or across the City. Establish entry points across Departments or Divisions where positions have similar job functions, duties, or skills. <ol style="list-style-type: none"> a. Sort job classifications into “families.” b. Evaluate the minimum qualifications for job classifications and connect families. c. Assemble career ladders. d. Create internal link for ladders through City Nexus intranet. e. Develop promotional materials (and include on CoS external website) to market career paths with high schools, community colleges, libraries, etc. 3) Attain the feasibility of formalizing and developing new credentialing opportunities (upskilling) with ready-made partners and supports via CSUS, Community colleges, and other adult education systems. 4) Attain the feasibility of formalizing innovative connections between community-based and higher education programs that provide effective on-ramps for adult learners with foundations skills through strategies of: <ol style="list-style-type: none"> a. Competency-based education²² b. Prior learning assessment (PLA)²³ c. Bridge programs²⁴ 	<p><Department Co-leads and Core Team provide information from annual report></p>	<p><Department Co-leads and Core Team provide information from annual report></p>	<p>Inclusion in appropriate meetings related to class study</p> <p>% of the career classifications that are up to date</p> <p># of promotions within the City by race and gender</p> <p>% of staff that are aware and understand advancement opportunities within the City</p>	<p>ECD reports</p> <p>-eCAPS reporting re: promotions (if possible)</p> <p>-Surveys</p>

RESOURCE(S): To be identified

²¹ Developed by GARE Cohort members Program Manager, Organizational Development and Engineering Manager, October 2019.

²² Stephanie Malia Krauss, How Competency-Based Education May Help Reduce Our Nation’s Toughest Inequities, Lumina Foundation, Lumina Issue Papers, October 2017, <https://www.luminafoundation.org/files/resources/how-cbe-may-reduce-inequities-1.pdf>; and Rebeca Klein-Collins, Sharpening Our Focus on Learning: The Rise of Competency-Based Approaches to Degree Completion, National Institute for Learning outcomes Assessment, Occasional Paper #20, November 2013, <http://learningoutcomesassessment.org/documents/Klein%20Collins%20OP20.pdf>.

²³ Cathy Leaker and Frances A. Boyce, A Bigger Rock, a Steeper Hill: PLA, Race, and the Color of Learning, The Journal of Continuing Higher Education, 63:3, 199-2014, November 17, 2015, https://www.academia.edu/19295737/A_Bigger_Rock_a_Steeper_Hill_PLA_Race_and_the_Color_of_Learning.

²⁴ Cathy Leaker and Frances A. Boyce, A Bigger Rock, a Steeper Hill: PLA, Race, and the Color of Learning, The Journal of Continuing Higher Education, 63:3, 199-2014, November 17, 2015, https://www.academia.edu/19295737/A_Bigger_Rock_a_Steeper_Hill_PLA_Race_and_the_Color_of_Learning.

CAREER PATHWAYS – Promotion²⁵

Result Statement for all Outcomes: The City of Sacramento workforce reflects the racial and gender makeup of the community, creating a inclusive, effective, and competitive future. “Reflect the community we serve – to better serve the community”

11. City of Sacramento demonstrates commitment to investing in professional development by utilizing performance review processes to collaboratively identify opportunities, resources, and pathways towards individual employee goals.

GDIB Assessment Category #1, 2, 3, 7,

Community Indicator Indicator (% , stats, or other measurement)	Outcomes and Actions (number of concrete steps that is connected to result statement)	Timeline (specific month/year)	Accountability (who does what)	Performance Measure (data points to progress)	Progress Report (document or meeting)
<p>Percent of City of Sacramento managers who are fully integrating racial equity into their promotional practice</p> <p>CoS career pathways are easy to understand, and employees are able to gain the skills necessary to navigate the classification/reclass, promotions, work out of class, and stretch assignment opportunities.</p>	<p>1) Develop tiered approach Skills Matrix to fairly and consistently evaluate job performance & communicate race and gender equitable promotion pathways and potential, providing clear expectations and removing bias.</p> <ul style="list-style-type: none"> a. Develop templates for performance evaluation and promotion opportunities by departments/divisions according to their unique business needs. <p>2) Develop tiered approach performance evaluation system that support supervisors in providing developmental feedback that communicates standards of excellence, racial and gender equity values, high expectations, and eliminating bias. System outcomes include:</p> <ul style="list-style-type: none"> a. Measure employees’ accountability to racial equity in their roles and responsibilities. b. Provide training and clear performance expectations for both supervisors and supervisees. c. Performance evaluations (including the Skills Matrix) are tracked at departmental, division, and program levels. d. All managers are receiving professional feedback by both those they supervise and report to. e. Review existing IDP for updates/modifications (if necessary) f. Employees complete Individual Development Plans (IDPs)²⁶ in coordination with manager/supervisor. g. Identify racial and gender equity and inclusion as a competency and skill in performance management forms and systems that: 	<p><Department Co-leads and Core Team provide information from annual report></p>	<p><Department Co-leads and Core Team provide information from annual report></p>	<p>% staff promoted inhouse. (related to managers trained)</p> <p>% employees that understand the expectations of positions so they can determine their qualifications and prepare a development plan for promotional opportunities.</p> <p>% staff that have completed development plans.</p> <p>Consultation with Labor Relations on impact of performance management process.</p> <p>Percent of supervisors trained on preparing development plans and performance evaluations.</p> <p>Percent of staff that have performance evaluations completed on time.</p> <p>100% of eligible employees have completed their performance evaluations on time, including probationary performance reviews.</p> <p>100% of all Departments have and are utilizing performance evaluation tools for managers that include feedback from supervised staff.</p> <p>All employees in nonexempt classifications will have active employee development plans jointly developed with their manager and evaluated yearly.</p>	<p>Surveys</p> <p>Department Reporting</p> <p>LMS reporting tools</p>

²⁵ Developed by GARE Cohort members Program Manager, Organizational Development and Engineering Manager, October 2019.

²⁶ This includes assessment of existing skills, training and other opportunities to gain skills that will support promotional and leadership development in collaboration with their manager.

	<ul style="list-style-type: none"> i. Incorporate racial equity values in performance evaluation process. ii. Explicitly states the ability to identify and effectively address instances of interpersonal, institutional, and systemic racism and sexism. iii. Develop policies, practices, and protocols that measureably and proactively resolve and redress. iv. Hiring managers receive adequate education surrounding the topics as well as being given the opportunity to discuss any challenges and/or concerns. 				
<p>RESOURCE(S): 1) Living Cities Blog “Operationalizing Racial Equity & Inclusion: Transforming Organizations and Beyond” Apr 19, 2018 by Hafizah Omar and Nadia Owusu https://www.livingcities.org/blog/1251-operationalizing-racial-equity-inclusion-transforming-organizations-and-beyond. 2) Tool: Using Talent Management to Support Inclusion: A How to Guide for Organizations (Jan 2012) https://www.catalyst.org/research/using-talent-management-to-support-inclusion-a-how-to-guide-for-organisations/.</p>					

CAREER PATHWAYS – Coaching / Mentoring²⁷

Result Statement for all Outcomes: The City of Sacramento workforce reflects the racial and gender makeup of the community, creating an inclusive, effective, and competitive future. “Reflect the community we serve – to better serve the community”

12. City of Sacramento (CoS) demonstrates a commitment to build leadership capacity and equity competencies of all managers and supervisors in mentoring and coaching practices.

GDIB Assessment Category #1, 2, 3, 4, 7,

Community Indicator Indicator (% , stats, or other measurement)	Outcomes and Actions (number of concrete steps that is connected to result statement)	Timeline (specific month/year)	Accountability (who does what)	Performance Measure (data points to progress)	Progress Report (document or meeting)
<p>% City of Sacramento managers who are fully integrating racial equity into their coaching and mentoring practices</p>	<p>1) Establish 3 level Mentoring²⁸ and Coaching²⁹ program³⁰ that trains, develops, and builds, leadership and equity competencies of all managers and supervisors.</p> <p>a. Research and incorporate diversity goals into the program. Outcomes include:</p> <ul style="list-style-type: none"> i. Mentors and mentees that reflect the race and gender demographics of the City. ii. Clearly understood and communicate application process for both mentors and mentees. iii. Cultural and gender competence in mentoring strategies. iv. Train supervisors on how to provide constructive coaching to employees (integrating race and gender equity practices). v. Developmental in approach and Learning outcomes. vi. Integrate a train the train model. vii. Explicitly reflect race and gender equity outcomes. <p>2) Mentor – Level I</p> <p>a. Introduction to essential leadership and racial and gender equity competencies for being a leader and equity.</p> <p>b. Resources and services may include:</p> <ul style="list-style-type: none"> i. ⇒ Access to racial equity and leadership tools and frameworks. ii. ⇒ Leadership development resources, news and guides. iii. ⇒ Video presentations, articles and studies focused on leadership. iv. ⇒ Access to webinar resources. 	<p><Department Co-leads and Core Team provide information from annual report></p>	<p><Department Co-leads and Core Team provide information from annual report></p>	<p>% supervisors training on coaching staff</p> <p>Percent of staff participating in the mentoring program</p> <p>Percent of racial diversity in the mentoring program: mentors and mentees</p> <p>Percent of staff promoted who participated in the mentoring program Development of Mentoring program and guidelines document that include, but not limited to: set dates for implementation, Create marketing materials (incl. registration), Present plan to Mgr/HR Director/Executive Team, Market program for mentors and mentees, Recruit mentors, Mentor workshop, ‘Speed’ Connecting for pairings, Mentee workshop, Match mentors/mentees, Kickoff Meeting, Informal check-ins, Mid-point check-in, Informal check-ins, Wrap-Up/celebration, Survey & Meeting for program feedback</p>	<p>Surveys/Focus Groups</p> <p>Department Reporting</p> <p>LMS reporting tools</p>

²⁷ Developed by GARE Cohort members Program Manager, Organizational Development and Engineering Manager, October 2019.

²⁸ Mentoring is defined as a more informal association focused on building a two-way, mutually beneficial relationship for long-term career movement.

²⁹ Coaching is defined as a more formal structured association focused on improvement in behavior and performance to resolve present work issues or handle specific aspects of the job.

³⁰ Create the program structure. (Utilizing current drafted structure and past departmental Mentoring Program tools).

	<p>3) Coaching – Level II</p> <ul style="list-style-type: none"> a. Reinforcement and development of key leadership skills anchored in CoS’s values and racial and gender equity framework. b. Resources and services may include: <ul style="list-style-type: none"> i. ⇒ Cohort of 10-15 members participate in a 3-6 month (in-person, webinars, or virtual) experience. ii. ⇒ 4-6 leadership development sessions facilitated by coaches and invited guests from partner networks & coach training schools iii. ⇒ On-going correspondence, including updates, video presentations and other leadership resources iv. ⇒ Individual interaction with Coach. <p>4) Executive Coaching³¹/Sponsorship – Level III</p> <ul style="list-style-type: none"> a. Start a conversation on the value of executive coaching in developing managers, providing equitable access to these opportunities to up-and-coming leaders, and potential funding of a full time Executive Coach vs. Consultants. b. Based on results of conversation provide recommendations/Action Plan for next steps (if applicable) c. Resources and services may include: <ul style="list-style-type: none"> i. ⇒ Reinforcement and development of key leadership skills anchored in CoS’s racial equity framework. ii. ⇒ A customized coach-supported leadership development experience guided by a member of the CoS Coaching Team (minimum 3 months, maximum 12 months depending on frequency of engagements). iii. ⇒ Includes Personal Assessment (Tool and series of One-on-One meetings to review with coach) iv. ⇒ (Leadership fundamentals, plus emergent thinking in sector) 				
<p>RESOURCE(S): 1) Creating Successful Mentoring Programs: A Catalyst Guide (2002), 2) US Government Office of Personnel Management (OPM.GOV) Mentoring in Government. 3) GARE Public Sector Jobs: Opportunities for Advancing Racial Equity RacialEquityAlliance.org. 4) McKinsey & Company Women in the Work Place 2019 Report pg. 19-28.</p>					

³¹ Executive Coaching is defined as a professional relationship between a trained coach and a client with the goal to enhance the client’s leadership or management performance and development.

WORKFORCE DEVELOPMENT & TRAINING³²

Result Statement for all Outcomes: The City of Sacramento workforce reflects the racial and gender makeup of the community, creating an inclusive, effective, and competitive future. "Reflect the community we serve – to better serve the community"

13. City of Sacramento demonstrates a commitment to investing in professional development, capacity building, and training to advancing racial and gender equity among the workforce.

GDIB Assessment Category #1, 2, 3, 4, 7, 8

Community Indicator Indicator (% , stats, or other measurement)	Outcomes and Actions (number of concrete steps that is connected to result statement)	Timeline (specific month/year)	Accountability (who does what)	Performance Measure (data points to progress)	Progress Report (document or meeting)
<p>% of City of Sac managers who are fully accountable for integrating race and gender equity into their management practices.</p> <p>All managers include language for advancing race and gender equity outcomes in all performance management policy</p> <p># of unions that agree to mandatory race and gender equity training</p>	<p>1) Develop mandatory training for all managers who hire and supervise staff that provides clear race and gender equity expectations. Outcomes include:</p> <ul style="list-style-type: none"> a. Develop metrics and clear accountability expectations for race and gender equitable workplaces. b. Develop and secure agreement of mandatory training with all 9 unions for all managers / supervisors. c. Develop and conduct training on equitable hiring practices for all hiring managers, including intercultural communication and race and gender just practices. <p>2) Support non-management staff in advancing racial equity goals and actions. Such strategies include:</p> <ul style="list-style-type: none"> a. Create draft plan for engaging with the existing Employee Engagement Team. b. Develop communication process to both inform non-management staff of as well as encourage participation. c. Develop and implement train the trainer programs to facilitate and lead workshops on racial and gender equity for year-round training for all staff. (Example: Racial Equity And Leadership REAL) d. Develop template for employees on how to start an Employee Resource Groups ERG's emphasizing role/responsibilities, purpose, relationship with City leadership, etc. <p>3) Identify additional opportunities to assess and survey employees in relation to race and gender equity in the workplace, access to professional development opportunities, and race and gender equity advancement in the CoS.</p> <ul style="list-style-type: none"> a. Develop, administer, analyze, and report back on Employee Satisfaction Survey to assess Staff feelings in relation to race and gender equity in the workplace environment, access to professional development opportunities, and race and gender equity advancement on part of the City as a whole. b. Develop, administer, analyze, and report on Equity, Diversity, and Inclusion climate survey. 		<p>All CoS Departments</p> <p>Division Specific classes: create SME teams of division staff</p> <p>General classes: (ex- Analyst) create SME teams of department staff (possibly across depts)</p> <p>Department level Tracking</p> <p>Division Managers</p> <p>Division Managers/supervisors</p>	<p>#of managers who have completed the training.</p> <p># of unions who have agreed</p> <p>By 2021, all managers and senior leadership have documented training that focuses specifically on increasing awareness of, and shifting practice towards, race and gender equitable leadership behaviors.</p> <p>By 2021, all supervisory staff and Human Resource classifications have documented training</p> <p>Number of train-the-trainer trainings completed</p> <p>Edited, dissemination and evaluation of Employee Satisfaction Survey to include race and gender equity.</p> <p># of staff participation.</p> <p>Internal Publication of results.</p> <p>Shortcomings based on survey are discussed and addressed. List of recommendations are included in relevant reports.</p> <p>% of recommendations acted upon</p>	<p>Updates and analysis</p> <p>Share survey and responses and solutions at Management Rally or All Staff Convening</p>

³² Developed by GARE Cohort members Program Manager, Organizational Development and Chief of Staff, City Council October 2019.

	<p>4) Implement “White Fragility” Reading Group as part of the monthly agenda action forum for the City of Sacramento Executive Team February 2020-September 2020. Participants will:</p> <ol style="list-style-type: none"> Two members will rotate responsibilities in facilitating discussion on each chapter using the facilitation guide developed by author, Dr. Robin DiAngelo. Explore personal beliefs, articulated assumptions, and experiences with race/racism. Discuss different viewpoints on race, privilege, and conflict. Discuss different options, practices, and policy options to address white fragility, privilege, and racial/gender inequity Hear team members stories & find common ground to build relationships and organization cohesion. Self- reflect and explore the intersectional impact of individual attitudes, intergroup, and structural impact on about racial and gender inequity. Provide for support for citywide initiative on White Fragility as a Learning Year 2021. 				
<p>RESOURCE(S): 1) Reading Guide White Fragility by Ozlem Sensoy and Robin DiAngelo http://www.beacon.org/assets/pdfs/whitefragilityreadingguide.pdf. 2) Multnomah County Personnel Policy on Employee Resource Groups September 2019 https://multco.us/file/83036/download. 3)</p>					

<p style="text-align: center;">RETENTION³³</p> <p style="text-align: center;">Result Statement for all Outcomes: The City of Sacramento workforce reflects the racial and gender makeup of the community, creating a inclusive, effective, and competitive future. “Reflect the community we serve – to better serve the community”</p>					
<p>14. City of Sacramento hires and supports retention efforts to support a racially and gender diverse workforce.</p>					
<p>GDIB Assessment Category #1, 2, 3, 8,</p>					
Community Indicator Indicator (% , stats, or other measurement)	Outcomes and Actions (number of concrete steps that is connected to result statement)	Timeline (specific month/year)	Accountability (who does what)	Performance Measure (data points to progress)	Progress Report (document or meeting)
<p>Attrition Rates by Race & Gender: Total, Voluntary, Involuntary, Talent (i.e. above average performance review), manager (Division?)</p> <p>Employee satisfaction by Race & Gender: Total, New Employees (six months), Number of applicants for</p>	<p>1) Develop guidelines, improve current templates, and identify best practices for supervisors/departments to design and conduct exit interviews to better insight and understanding of employee turnover, cost related to lost talent, and departmental performance. Outcomes include:</p> <ol style="list-style-type: none"> Ensure question and format design minimize unintentional bias. 		<p>All CoS Departments</p> <p>Department level Tracking</p> <p>Division Managers</p> <p>Division Managers/supervisors</p>	<p>_ % of employees participate in employee surveys</p> <p>All supervisors conduct exit interviews in 2020</p> <p>Department report out exit interviews conducted annually in RGEAP Department report.</p>	<p>Updates and analysis</p> <p>Share survey and responses and solutions at Management Rally or All Staff Convening</p>

³³ Developed by GARE Cohort members Director, CDD and Chief of Police October 2019.

<p>recruitments over time (per recruitment?), Cost of turnover by level (staff, supervisor, manager, executive)</p>	<ul style="list-style-type: none"> b. Aggregate the data by race/gender to identify meaningful organizational trends beyond retention numbers alone. c. Achieve higher participation rates. d. Appropriate action on ethical or critical compliance issues. e. Produces more transparency due to lack of fear of retaliation or consequences. f. Monitor and act on reasons for turnover. g. Revisit exit data for rehires. h. Add market intelligence to recruitment strategy. i. Use information to coach/mentor managers on communication and management style. j. Cross reference with bi-annual Employee Satisfaction Survey for understanding trends as to why staff work for City of Sacramento. k. Based on analysis of data, develop and recommend strategies, policy development, capacity building to improve retention. 			<p>Quantify the real cost of losing people.</p>	<p>Annual performance review.</p> <p>Annual Racial Equity training</p>
<p>RESOURCE(S):</p>					