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# Senior Capstone Project final research report : social justice 2.0 -- civil rights, cultural diversity, and equal opportunity at Monterey County Department of Social and Employment Services

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**SENIOR CAPSTONE PROJECT FINAL RESEARCH REPORT**

**Social Justice 2.0 –**

**Civil Rights, Cultural Diversity, and Equal Opportunity**

**at Monterey County Department of Social and Employment Services**

<u>KEYWORDS</u>:

Human Services, Social Work, Social Services, Administration, Training, Civil Rights, Cultural Diversity, Equal Opportunity, Human Resources, Monterey County

<u>ABSTRACT</u>:

Monterey County Department of Social and Employment Services is federally mandated to provide non-biased services to disadvantaged residents. During these financially challenging times, it is especially imperative for agencies to distribute cost-efficient, effective services. This project utilizes electronic training to employees on discrimination-based regulations, decreasing expense and increasing community well-being.

**EXECUTIVE SUMMARY**

The mission of Monterey County Department of Social and Employment Services (MCDSES) is to "promote the social and economic self-reliance of each individual and family…" in order to carry out the California State mandate of care to community members. With continued training, the Human Resource branch (HR) at MCDSES has taken the lead in providing an overview of resident customer service standards to all new and existing employees. HR is responsible for coordinating activities related to the employment and roles throughout the department. This includes hiring new talent, ensuring payroll and benefits are delivered, coordinating employee relations, and overseeing the department's Civil Rights program. HR also administers extended Staff Development curricula based on ways to improve customer service countywide.

Support and funding for social services from the state has remained static since 1990. In Monterey County so far, this static support has reflected in decreases to important programs that helps to transition in-need customer clientele to self-supportive. Yet, in a time of financial crisis, California's budget crisis has increased the need for already mandated social services. Local neighborhoods are at risk of lowered health status, crime, and declining economies with no future hope to regain control. Without strict and updated service standards, individuals seeking help are at risk of lowered personal well-being, setting grounds for discrimination against their service providers. MCDSES exposes an increased need for cost-effectiveness throughout their services, in order to better provide unbiased support for the community and comply still with all federal, state, and county mandates. Consistent and impactful training for MCDSES employees is also heavily needed to uphold strong agency standards.

Social Justice 2.0 is a differentiation in training to MCDSES's biannual section on Civil Rights and Cultural Diversity in the workplace. The 2011 training was split from its predecessor, utilizing an electronic training module delivered to department employees covering standards, regulations, and laws on discrimination and equal opportunity. This was to replace the classroom environment, the travel, and the wasted day with an upgraded, more interactive, more comfortable, and more applicable training module through the trainee's own computer. To achieve this, the objectives were to draw more attention to the training, create more interaction through the use of electronic multimedia, and retain more information trained. Most importantly, it was aimed to redirect work hours more toward service and save money without compromising the integrity of the agency, its mission, nor the mandate.

Overall, the current project resulted in high retention rates of information on civil rights and cultural diversity.  The differentiation in training reflected a somewhat lower value to participants of than that of the previous methodology, yet was more impactful by elevated quantities of commentary response; more was said about the context and quality of the training. The specific objectives were met, and while this upgrade did not meet the original objectives to create high interaction and more comfort in the new training environment, the training was more applicable to the current economic issues that the agency faces. The overall goal was achieved and given this analysis, this project is considered to have had a positive impact for MCDSES and for HR.

**The Problem: Challenged Financial Support and Evolving Social Issues**

California's budget crisis has increased the need, now more than ever, for already mandated social services (California Welfare and Institutions Code [WIC] Chapter 1, Section 19). In Monterey County, a once standard 20 percent of the population was served by the Department of Social and Employment Services (MCDSES); since 2007, this population has grown to 25 percent and shows no sign of decrease in the near future (R. Mortenson, personal communication, September 24, 2010). Support and funding for social services from the state has remained static since 1990. In Monterey County so far, this static support has reflected in the forms of a countywide staff hiring freeze, cuts to extra (yet well-needed) employee work hours, and lost funding for assisted childcare for welfare-to-work parents transitioning into employment (Monterey County Board of Supervisors, 2010, & Metsker, 2010). During his last year of term, Governor Schwarzenegger had further proposed to cut state funding for the entire county welfare-to-work program (CalWORKs), eliminate the California Food Assistance Program (formally known as Food Stamps, now CalFresh), and significantly reduce Child Welfare programs (Taylor, 2010). With potential for elimination to even more county services, MCDSES exposes an increased need for cost-effectiveness throughout their services, in order to better provide unbiased support for the community and comply with all mandates. "Determination of eligibility of public assistance programs" is the first priority to all MCDSES service workers, with the additional basis to serve the community by helping with personal and family issues that prevent self-reliance (MCDSES, 2009). However, lack of updated education on general social issues had, in the past, created monumental effects for institutions aimed to care for their community. Therefore, a necessity for cost-effective and repeat training of evolving social issues like civil rights, cultural awareness, confidentiality, and harassment, alongside strict training on

service eligibility, is called for throughout the department. This differentiation in training would fit Monterey County's financial restrictions, comply with federal, state, and county mandates, and raise awareness of the increased need for efficient public assistance to community members.

## Why Is This a Problem?

It seems that affordable yet effective social services are understandable as a community need. Although, others may feel that this problem does not affect everyone in the community; it does. County Welfare Directors Association of California and California State Association of Counties state the issue best:

> The recession that began in late 2007 is now recognized as one of the worst economic downturns in decades. Indicators posted during the past six quarters portend difficult conditions for months, even years to come. While economists project that the national rate of unemployment will soon reach 9 percent, California's unemployment rate hit 10.5 percent in February 2009, up from 6.1 percent in January 2008.1 Further, a growing number are underemployed: The number of individuals who were involuntarily working part-time instead of full-time due to the economy grew by 53.7 percent from February 2008 to February 2009. Thousands of home foreclosures and declining home values have de-stabilized local finances. (2009)

So what then happens to Monterey County as a whole when individual needs aren't met?

Poverty is a top condition for Monterey County residents eligible for community benefits at MCDSES. Yet poverty can even affect those with secure incomes. Without dependable income, impoverished individuals are constantly questioning their affordability to basic food and shelter, generating a chaotic lifestyle of survival, rather than one of worth and satisfaction. A survival lifestyle creates stress, which can in-turn create violence in the home and out on the streets, depression, alongside biases and discrimination of the unknown. In the past year the "Salinas homicide rate has almost doubled and now far exceeds San Francisco's, San Jose's, even the homicide rate in Los Angeles" (KTVU, 2009). It can also create homelessness, breed sickness, and minimalize healthy consumption. "The number of unsheltered and sheltered

homeless individuals and families increased between the 2007 and 2009 point-in-time homeless census in Monterey County," (Monterey County Community Action Partnership [MCCAP], June 2009). Previous research has even indicated that only 9 percent of the county's population could afford the median home price (California Labor and Workforce Development Agency). Moreover, home and property value has decreased 68 percent over the past two years (MCDSES, 2009).

Poverty can also induce trends of malnutrition, obesity, and addiction. Thus, a simple and unfortunate social problem can also result in a Public Health issue. Forty-nine percent of adults in Monterey County reside in homes that are considered "food insecure," meaning a lack of access to healthy, affordable food. This percentage contrasts to the state average of 34.8 percent (California Food Policy Advocates, 2010). With the same given data, 11.9 percent of the county's children are overweight, still higher than the state's average of 11.2 percent. Local community businesses also experience poverty by not receiving and not circulating funds through their suppliers, consequently lowering standards of availability and dependability of high value consumer products to the local community. Rangan, Quelch, & Herrero (2007) explain how consumerism in impoverished regions applies to neighborhood grocery markets, causing exchange of lower quality fresh foods for affordability and consistent business (p.130). They go on to report that local drug stores provide more cigarettes and beer than basic medicines (2007, p.32).  There is an absence of urban economic planning for safe and healthy local businesses and community centers that support recreation, healthy activity, providing resource and congregation (Whyte & Underhill, p.xiii).

Monterey experiences seasonal economies countywide, based on the primary bases of income, tourism and agriculture (Bureau of Labor Statistics, 2010). In the given data, as of

March, about 19 thousand people were employed in the hospitality and leisure industry; in August that number rose to over 20 thousand. In this community profile, the unemployment rate spikes in the winter months of December through February. With this inconsistent cycle of income into the county, along with the state's budget crisis, the need for providing resources to the community in order to make up for these social shortcomings is greater. Beacon Economics reports further that "human services provide 32 percent boost to the local economy… stimulating demand for additional goods and services [once basic needs are met]" (2009). Monterey County's hiring freeze and budget cuts instead created a larger staff-to-client ratio and raised the workload of service workers. The longer response time utilized to determine eligibility for public benefits could spread labor thin, set potential for high worker burnout rates, and create a negative stigma behind MCDSES's standards of customer service. The type of stress experienced by both clients and service workers also lays foundation for acts of discrimination, violations of civil rights, and misinterpretation that drives them both.

Yet, despite what should be done with social services and what could happen in the future, "the County is in a position to deliver essential services and maintain the County's infrastructure recognizing that downsizing and restructuring are fundamental to continuing to fulfill the County's goals" (Pando, 2010). Most importantly, compliance to federal and state mandates drives future funding of public programs, to include Community Benefits. As the state audits each county agency for program effectiveness, regulation states that MCDSES could even be financially sanctioned for substantial record acts of discrimination, civil rights violations, and other violated general social mandates (Rodriguez, 1999).

The perspectives of the need for efficient and highly trained social service workers can be placed on a wide scale of understanding. Whether perceived from an individual, social,

community, or countywide point of view, quickness and efficiency of services is desperately needed now. Whether to gain back basic individual needs as human and social rights, to quickly relieve community social deficiencies, or to prevent negative mentalities of a mandated public service, Monterey County can move on and prosper from California's budget crisis.

### What Factors Are Causing The Problem?

It may be obvious that the economic downturn of California has created poverty, higher unemployment rates, and even higher underemployment rates in Monterey County. According to County Welfare Directors Association of California (CWDA) & California State Association of Counties (CSAC), "The number of individuals who were involuntarily working part-time instead of full-time due to the economy grew by 53.7 percent from February 2008 to February 2009. Thousands of home foreclosures and declining home values have de-stabilized local finances" (2009). As established previously, poverty creates the basis for a declining community. But other issues that plague the community create the same basis. In light of race and ethnicity factors that are linked to the impoverished,

> The United States Census Bureau estimated that fifty-two percent (51.6%) of [Monterey] county's population in 2006 was of Hispanic or Latino origin (of any race), and thirty-six percent (36.3%) was White, not of Hispanic or Latino origin. Other ethnic groups residing in the county at the time were Black or African American persons (3.7%), Asian persons (6.6%), American Indian or Alaskan Native (1.3%), and Native American and other Pacific Islander persons (.5%). Forty-seven percent (47.3%) of the residents in Monterey County spoke languages other than English at home.
>
> MCDSES, 2009

Most importantly, discrimination and bias fuels the fire of hatred, assumption, and ignorance, yet show no favoritism to any particular cultural groups. When any person is violated by another, a natural byproduct would be to show prejudice and fear toward all individuals who fit the violator's profile. Additionally when standards of service within an agency are not

understood clearly, those being served may feel that they have been violated and that their social status has prevented them from receiving care.

As stated before, a lack of training on general social issues has created historical effects for institutions aimed to care for their community. Primarily, the government promotes the need to protect those who are not recognized as community members and those who have not been treated equally and equitably. Evidence of this starts with the U.S. Constitution and its amendments have proven the evolving need to recognize current social issues. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance. Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. The Food and Nutrition Service Act (previously known as the Food Stamp Act of 1977, section 272.6, specifically states that "State agencies shall not discriminate against any applicant or participant in any aspect of program administration, including, but not limited to, the certification of households, the issuance of coupons, the conduct of fair hearings, or the conduct of any other program service for reasons of age, race, color, sex, handicap, religious creed, national origin, or political beliefs." The Age Discrimination Act of 1975 prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance. These public policies have recognized that new acts of discrimination and violations of civil rights are constantly being discovered generation after generation.

On the state level, California Government Code section 11135, California Code of Regulations Title 22 (Section 98000-98413), and Title 24 (Section 3015a) have also implemented non-discrimination in state-sponsored services. To further public services and resources toward community members of different ethnic origin, the Dymally-Alatorre Bilingual

Services Act and Removal to Barriers to Inter Ethnic Adoption Act of 1996 were put into public and state-funded practice. And because Monterey County experiences similar but more finite social issues, MCDSES had imposed an "administrative directive," a published "behavioral standard" to recognize *all* discriminatory bases covered by federal and state mandates (in one centralized directive), to optimally uphold a strong "organizational culture," that respects different peoples throughout local communities (S.A. Phillips, personal communication, December 10, 2010).

**The Administrative Directive and Civil Rights Compliance Plan**

In an interview with Ron Mortenson, Human Resource Senior Personnel Analyst and Civil Rights Complaint Investigator, MCDSES had long maintained a client-to-worker ratio of those in need of public assistance according to the percentage of the entire population in County. Within the last two years, though, this ratio grew (as previously mentioned) and duplicated services have accounted for up to 30 percent of the county's population (personal communication, September 24, 2010 & MCDSES, 2010). Most notable is the ratio of minorities that is being served and the requirements that surround service to them. These "target populations" are aimed to be served representatively by administering the client ratio of the "underserved" to its total by comparison of service workers per service location if the population is over five percent (MCDSES, 2009). For example, in King City, 48 percent of CalWORKs benefit recipients are Spanish-speaking (MCDSES, 2009); thus, 48 percent of the total number of CalWORKs service workers employed at the MCDSES King City office must speak Spanish. Yet, a rise in a particular minority population in south Monterey County, the Oaxacans, calls for more efforts for the agency to represent currently dominant cultures and ethnicities.

Misrepresentation can lead to miscommunication error by service workers, false information filed on the customer, and a misunderstanding of the customer services standards that MCDSES is required to provide, all potentially leading to personal violations of civil rights. To prevent this from happening, MCDSES's Administrative Directive No. 98-05 addresses additional potential bases for discrimination (Glavin, 1998), along with the objective to make use of more culturally representative service work. The Monterey County Guiding Principles and Customer Service Expectations (here on referred to as "standard of customer care") were also developed and approved during the Board of Supervisors' mission, vision, and values strategic planning session in 1999 (Bauman, 2010), adhered to especially with the MCDSES Civil Rights Compliance Plan, which is updated every two years. In this compliance plan, competing interests can highlight the tension between needs of providers (to include employers, institutions, and agencies) and the needs of individuals being served (the "customer"). This particular standard of local public assistance offers the possibility of moving across the range of limited provisions and out to a more self-fulfilling lifestyle (as promoted by the MCDSES mission statement). Still, not all individuals will wish to participate in potentially conflicting interests of program participation (as reviewed by Glynn, 2000). Trends in these particular populations are crucial to follow, then, in order to fully understand the different evolving issues that are continually effecting these populations most in need. Herein, the two-year update to the administrative directive is still critical. In as such, when Monterey County's largely collaborative and mandated standard of customer care is ignored, violated, or even extended, there deems another violation than that of civil rights – violation of MCDSES's well-built organizational culture. As stated cleanly in the Administrative Directive No. 98-05, "We want to have the best available person in every job. Department policy prohibits unlawful discrimination… made by federal, state, or local laws."

**The Agency**

Established in 1850, the mission of Monterey County Department of Social and Employment Services is to "promote the social and economic self-reliance of each individual and family…" (MCDSES, n.d.) in order to carry out the California State mandate of care (Welfare Institutions Code [WIC]) to community members. With continued training, the Human Resource Branch (HR) at MCDSES has taken the lead in providing overview of customer service standards to all new and existing employees. HR administers extended County staff development curricula on ways to improve County-wide customer service (Bauman, 2010). HR is also responsible for coordinating activities related to the employment and roles of the Department. This includes hiring new talent into the department, ensuring payroll and benefits are delivered, coordinating employee relations, and overseeing the Department's Civil Rights Program (MCDSES).

One particular focus of HR is to channel the necessary standard of customer service the county needs from the state-mandated standard of care implemented by the state (WIC, n.d.). From this, HR also establishes principles of services delivered to the people, by hiring qualified and able employees, by training rigorously and consistently, and by gaining responsibility over cases involving parties that feel like that standard had been neglected. The Staff Development Unit plans, develops, and delivers training on general workplace issues to all DSES staff. Training modules delivered throughout the department include New Employee Orientation, Mandate Overview of the state and federal laws (California Department of Social Services [CDSS], 1996), and Work Place Safety. Training activities would then include training needs assessment, full mental engagement, monitoring and evaluation of training services, and the development of the department's annual and bi-annual training plan.

County departments provide various methods of customer feedback including informal methods, complaint forms, e-mail, and customer service report cards tailored to their particular operations.  The County Administrative Office, as one of the Board's strategic initiatives, is working to formalize reporting and performance of customer service by department (Bauman, 2010).  It is the responsibility of HR to handle new and evolving cases of discrimination correctly through all mandates. Their topics are referred back to previous training methods, studied, and updated to maintain the current aspect on the subject, while keeping the organization's structure. Some notable social topics on the department's local level include rights to privacy and confidentiality, sexual harassment, workplace ergonomics, and civil rights enforcement and cultural awareness. I had the honor of working with Human Resources at MCDSES in an effort to face the issue of maintaining social justice with high community service standards while challenged with funding concerns.

## Alternatives Toward a Solution

In March 2011, HR hosted its bi-annual training on Civil Rights and Cultural Diversity for the Agency. While HR has had previous success in their past training, two years can easily reveal new subdivisions of the topics established since then. Would it then be necessary to create a new method of training? Several alternatives are considered:

### Alternative 1: Do Nothing

Where it may be necessary to seek change in the training module, the standard of customer care established by CDSS and MCDSES, is not to blame for violations of civil rights. This mandate requires that the training module had already been properly coordinated and administered according to the state's set standard. And although many terms and definitions in the state mandate are currently out of date (eg. "handicapped" vs. "disabled"), the county's

specified administrative directives are aimed to tackle these state problems at a local [and less expensive] level. Method of delivery can also be the missing link; it may be that service workers, themselves, whom are deliberate violators. In consideration of this, it is still the responsibility of MCDSES, as a public institution, to handle the actions of service workers, along with beneficiaries. Specifically, it is a violation to refuse public service on the basis of discrimination – otherwise known as "equal opportunity." No matter what the reason behind violations of civil rights, action is taken and change is already guaranteed to occur, as a preventative technique. In accepting this alternative, the set of standards delivered via the Civil Rights Training module, established by CDSS's manual, Division 21 (CA DSS 21), are defined as understandable to all local communities within the state.

**Alternative 2: Change the State's Mandate**

The state created many rules and functions of the civil rights training module through CA DSS 21, the mandated standard of customer care for Monterey County's needs. While the state's publication is thorough in covering topics and put into order appropriate training, the mandate is almost 15 years old and times have changed. More than one form of discrimination has been considered an addition to this standardized list since its publication.

For example, eligibility of social services benefits are considered under a strict criteria

> to ensure that the administration of public assistance and social services programs are nondiscriminatory, and that no person shall, because of race, color, national origin, political affiliation, religion, marital status, sex, age or disability be excluded from participation in, [or] be denied the benefits…
>
> (CDSS, 1996)

On the other hand, the mandate does not include sexual orientation as part of the criteria, which is more of a public subject of discrimination under fire today than in the 1990's. It also states that "all county welfare departments and all other agencies receiving federal or state financial assistance through CDSS for the administration of public assistance, food stamps, child

support enforcement, fraud investigation and social services" (CDSS). Some terms listed can be interpreted very vaguely, like 'public assistance' and 'social services.' Current additional social service branches that weren't mentioned, but are of great importance to Monterey County, were that of Veteran's Assistance and Aging Adult Assistance. Without a list of definitions that decipher the differences between all applicable terms, the mandate could be held accountable for costly litigation.

The state needs to recognize that terms of language and standards of discrimination have changed and vary between counties. Since the standards haven't changed in the social service agency, the mandate needs to be rewritten to fit *all* county social bases of discrimination, statewide.

**Alternative 3: Change Monterey County's Training Module**

Although the state may not yet recognize terms and conditions specific to the current community trends, Monterey County service workers do. Trainings are reviewed for effectiveness from a currently implemented post-survey from those who oversee current issues that are affecting the clientele in a discriminatory manner. County employees give valid feedback to specify what issues are being well-addressed and what are being ignored, as per their own experience with the community they serve. After a review of this feedback, items would be taken from or added to the training module, reviewed through the state mandate, then administered in a currently engaging method that enhances the work and employee standard of service to the county. Methods to enhance the training module could include several interactive modes of mental engagement to retain information, utilize the office environment to save labor hours, a live testing process, and a reference guide to keep in the work area for client service providers.

It would be imperative to impose cost-efficiency in the training module. As service workers face a possibly larger workload during Monterey County's financial crisis, time spent traveling to a training site has taken up to half of a work day and has included agency transportation and liability expenses. This essential time, money, and energy can be spent more productively. It is the responsibility of Monterey County workers, "to promote social and economic self-reliance" (MCDSES, n.d.) and to provide social services as consistently, as optimally, and as effectively as the county potentially can.

<p style="text-align:center"><strong>The Project – Social Justice 2.0</strong></p>

In understanding that the State of California can take years to change a policy, it is best to implement a policy change from the bottom up. Alternative 3 was chosen to employ the capstone project for the agency and change the training method according to current issues that are affecting county employees and their clientele, all in a cost effective manner. The objective of changing and implementing this training module on Civil Rights is to enhance information retention and the training experience, to save hard-earned and well-deserved work hours that could be dedicated to fulfilling better quality services, thus to strengthen Monterey County's standard of customer care.

**The Method**

Previous mandated trainings had primarily consisted of the common 'stand and deliver' method – workers are scheduled to be trained at one of three locations largely dispersed throughout the county in a classroom environment, with one trainer. With the allotment of company vehicles for travel, the arrangement for rideshare, the actual travel time to and from each training location, along with the schedule time block for instruction, it was roughly estimated that approximately a half day of service work hours were used for this method alone.

Specifically, the previous civil rights training at MCDSES consisted of two main sections: a one-hour regulation section, split by a break, and an application section in the form of a movie. This created an almost all-day affair, with direly needed service hours turned over at the expense of congregational training. While Civil Rights training is particular more relevant to workers here than other counties (Robinson, 2008), the time dedicated to training was more gratuitous than it needed to be.

From the PowerPoint presentation used to aid in the previous civil rights 'stand and deliver' training, I developed a version to deliver electronically to MCDSES employees, with the help of HR. This electronic training module was to replace the classroom environment, the travel, and the wasted day with an upgraded, more interactive, more comfortable, and more applicable training module through the worker's own computer. To achieve this, the objectives were: *draw more attention to the training, create more interaction through the use of electronic multimedia,* and *retain more information trained*. This was in addition to the number one objective – *save money without compromising the integrity of the agency, its mission, nor the mandate.* The long block of civil rights training was split into two separate trainings modules, Part One and Part Two, to take place chronologically. I was responsible for Part One, the mandates and regulations, while Part Two was the application section of training, delivered afterward (refer to the Project Plan, Appendix A).

**Objectives**

***Draw more attention to the training.*** Throughout the first half of involvement with HR, the primary objective was to assess current and previous trainings. With analysis of training modules covering new employee orientation, confidentiality, sexual harassment, ergonomics, suicide prevention, and previous civil rights, different attractive methods of training were

gathered and recorded. Interaction and response levels from the different training audiences revealed that the general 'stand and deliver' method was most enjoyable when the trainer utilized the time allotted to the fullest and involved audience interaction.

Resultantly, the overall goal was to create a PowerPoint presentation packed with useful information for employees to enjoy of the training process. When there exists 'dead time,' like silence or lack of response, trainees lose interest. The balance between too little and too much information is difficult to decipher, but post-training evaluations help to pinpoint that balance for future trainings.

*Create more interaction through the use of electronic multimedia.* The first intention was to involve more stimulation through sound in the PowerPoint, in order to regain the attention of the trainee at potentially dull points. The plans were to make use color and font combinations and have the PowerPoint 'hosted' by a virtual trainer – that is, there was to include a human voice-over to help read through and guide the PowerPoint. I had employed myself and a colleague of mine to use both a male and female voice simultaneously throughout the presentation. This would have kept the audience drawn to the virtual 'host,' with neither stagnating inflection in tone nor boredom of a single voice. Consequently, the opportunity to utilize a professional sound studio in order to do so was slim, then nonexistent. As a minor setback, the virtual host was eliminated.

The department currently makes use of an online web portal massive enough to upload enormous amounts of training material. Yet, the downloading capabilities are limited with most MCDSES computers. Running older versions of Windows XP operating systems, files downloaded from the web portal may even be too large to run on some computers, and can cause shutdown. Throughout the month of January and February, several meetings were held with

MCDSES's Information Technology (IT) staff that explored the use of presentation software programs, Lectora or Captivate through their Learning Development Network (LDN). Lectora and Captivate are programs that help create more interactive presentations with the use of video, audio, animation and screen recordings, along with connected quizzes, then restructures the presentation as one file type, rather than the grouping of different file types like PowerPoint does. With the LDN, the training presentation can be streamed from a host site, records who was trained on how much of the material, records all quiz results, and reports back to the host of the presentation. The favor of Lectora or Captivate, beside their user-friendly capabilities to create presentations from scratch or PowerPoint, was that it took minimal amount of operating space to run these types of training presentations. This way, even the most run-down computer could stream a potentially lengthy training presentation. While the IT meetings were fruitful for the development of future trainings, funds were not immediately available to start the process. Also, the amount of time to process a work order that installed the program onto every computer throughout the department and run the civil rights training presentation on schedule was far beyond the allotted time for this project.

Although limited by making use of only the basic PowerPoint media tools already provided, the end result was still esthetically pleasing. Impressionable font and background were applied, titles and sections were stationary and easy to read, and bold color combinations of bright green, light blue, and orange were made to attract the eye. Despite limited media resources, the aim was still to set a positive mood with the trainee.

***Retain more information trained.*** Since the extracurricular additions to the presentation had fallen off the plan, the training module was sectioned out to include 'mental breaks' (see Appendix B to review the following examples). After each block of instruction, a critical

thinking slide was added to analyze trainees' personal experiences according to what was taught.

Some questions included:

- "What does Civil Rights mean to you?"
- "How many different languages have you encountered as an MCDSES worker?"
- "Can you think of an additional basis [of discrimination] not covered by the nine [protected in Federal Equal Opportunity regulation]?"

These critical thinking blocks indicated the end of a section, after a brief review. The aim was to ensure each employee had every opportunity to retain the information from the training, thus scoring high on the given quiz to follow. With this new approach to cultural diversity, the training was ready to be uploaded into the web portal, assigned to workers, and viewed. This set up the evaluation process of testing retention and impact of the new training module.

*Save money without compromising the integrity of the agency, its mission, or its mandate.* By splitting the training into two sections and utilizing the first training to be viewed in the workspace, the objective to save travel expenses were achieved. Even more important, work hours were redirected from the classroom setting to the work environment, allowing for uncompromised service-oriented learning.

A work hour budget in monetary savings had not been established in time for report. But, through communication with key HR personnel, an estimated formula for work hour savings was:

> **800 MCDSES employees trained**
> **x  1 hour of additional training time**
> **x  .5 hours of additional travel time**
> **~1200 work hours saved**

Part Two, the application half of the training, was designed to be taken after each trainee had completed Part One, the regulation half. Part One, uploaded onto the Web Portal, collectively included the PowerPoint, an attached quiz, and training evaluation. Part Two still required for

workers to meet at a training site to view the movie and discuss the application. So while travel time was not completely excluded, in comparison to the last year's training, it was considerably reduced.

## Evaluation

Reviewing the employee feedback evaluation can give a quantitative standard of what needs are being addressed of the state's mandates, of the agency, and of the employees. Also it is very useful to read previous Civil Rights cases that had been presented to HR, to apply previous trainings to current real-world scenarios, and evaluate how the situation regarding the violation of Civil Rights occurred. Out of approximately 800 quizzes with evaluations completed at the time of collection, 100 were randomly selected as the sample to survey.

### The Quiz

The quiz was to be taken immediately after review of the PowerPoint training on regulation to test what and how much information was retained from this particular training. It included 20 questions related to the content of the training (Please see Appendix C to view quiz questions). It was confirmed that the questions would be beneficiary for the evaluation process of retention. Out of 100 quizzes taken, the mean, median and mode test scores calculated were 22 out of 24 possible correct answers, with an average of 90 percent retention of training information.

### Pre / Post

Since HR's evaluation method had not changed since the last training, we were able to utilize the last workshop as a method of pre-assessment. Out of approximately 800 evaluations filled out from the 2009 training, 100 were randomly selected. Analyzing three out of the four questions asked for evaluation (see Appendix D for full results on 2009 and 2011 samples):

- ▪ [On a scale of 1-9, with 1 being of little value and 9 being very valuable]
  What was the overall value rating of what was learned as it applies to your [the worker's] job?
  - In graph label as "**JOB APP RATE**"

- ▪ [On a scale of 1-9, with 1 being of little value and 9 being very valuable]
  Rate the value of information received from this training.
  - In graph labeled as "**INFO RATE**"

- ▪ [On a scale of 1-9, with 1 being of little value and 9 being very valuable]
  Overall, how would you rate of the effectiveness of the "stand & deliver" method presentation?
  - In graph labeled as "**PRES EFT**"
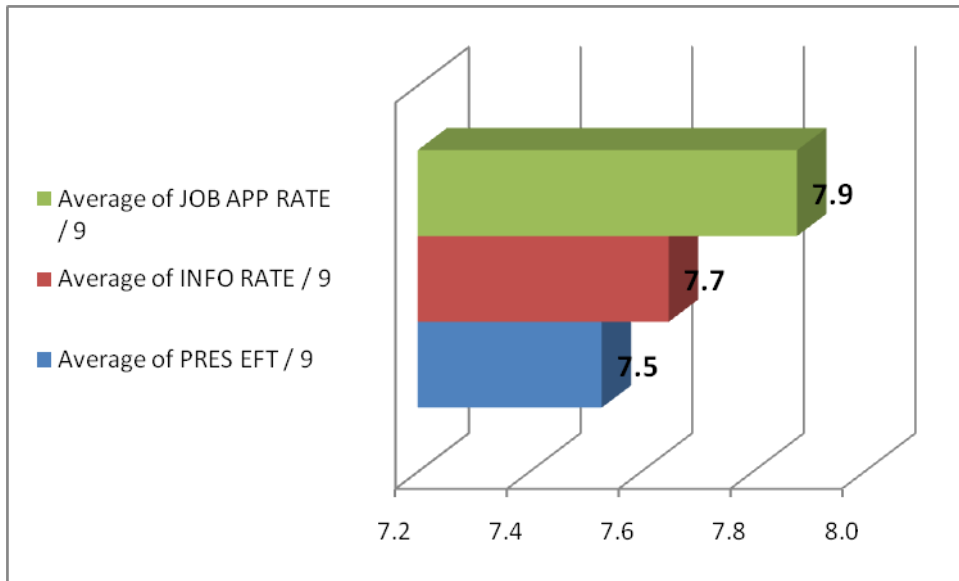


**Figure 1: 2009 EVALUATION OF VALUE IN 'STAND & DELIVER' TRAINING METHOD TO CIVIL RIGHTS AND CULTURAL DIVERSITY.** On a scale of 1-9 (1= of little value & 9= very valuable), trainees were asked to rate the value of the training as applied to the job (JOB APP RATE), the value of information received (INFO RATE), and the value of effectiveness from the presentation style (PRES EFT).

Finally, a post-training feedback survey was conducted to analyze how effectively the current training module was applied, given its experimental situation. The evaluations were connected to the graded quizzes and still selected randomly. The current evaluation questions were very similar to the previous ones with the variance upon the fact that there wasn't a physical trainer in the presence of the trainee. Three similar questions were analyzed:

- [On a scale of 1-9, with 1 being of little value and 9 being very valuable]
  What was the overall rate of what was learned as it applies to your [the worker's] job?
  - In graph label as "**JOB APP RATE**"

- [On a scale of 1-9, with 1 being of little value and 9 being very valuable]
  Rate the information received from this training
  - In graph labeled as "**INFO RATE**"

- [On a scale of 1-9, with 1 being of little value and 9 being very valuable]
  Overall, how would you rate of the effectiveness of the "stand & deliver" method presentation?
  - In graph labeled as "**PRES EFT**"
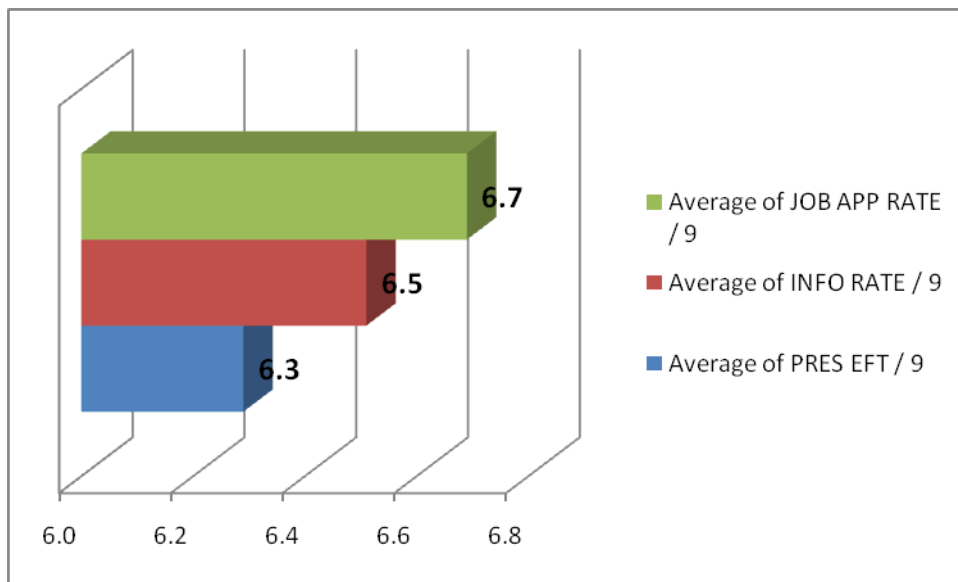


**Figure 2: 2011 EVALUATION OF VALUE IN ELECTRONIC TRAINING MODULE TO CIVIL RIGHTS AND CULTURAL DIVERSITY.** On a scale of 1-9 (1= of little value & 9= very valuable), trainees were asked to rate the value of the training as applied to the job (JOB APP RATE), the value of information received (INFO RATE), and the value of effectiveness from the presentation style (PRES EFT).

These values have the potential to reveal what trends in the past are changed after the training. The new differentiation in training, most notably, allowed the project to be measured quantitatively through impact, usefulness, and cost-efficiency. Collectively, there was a considerable difference between the rates of the two training modules.
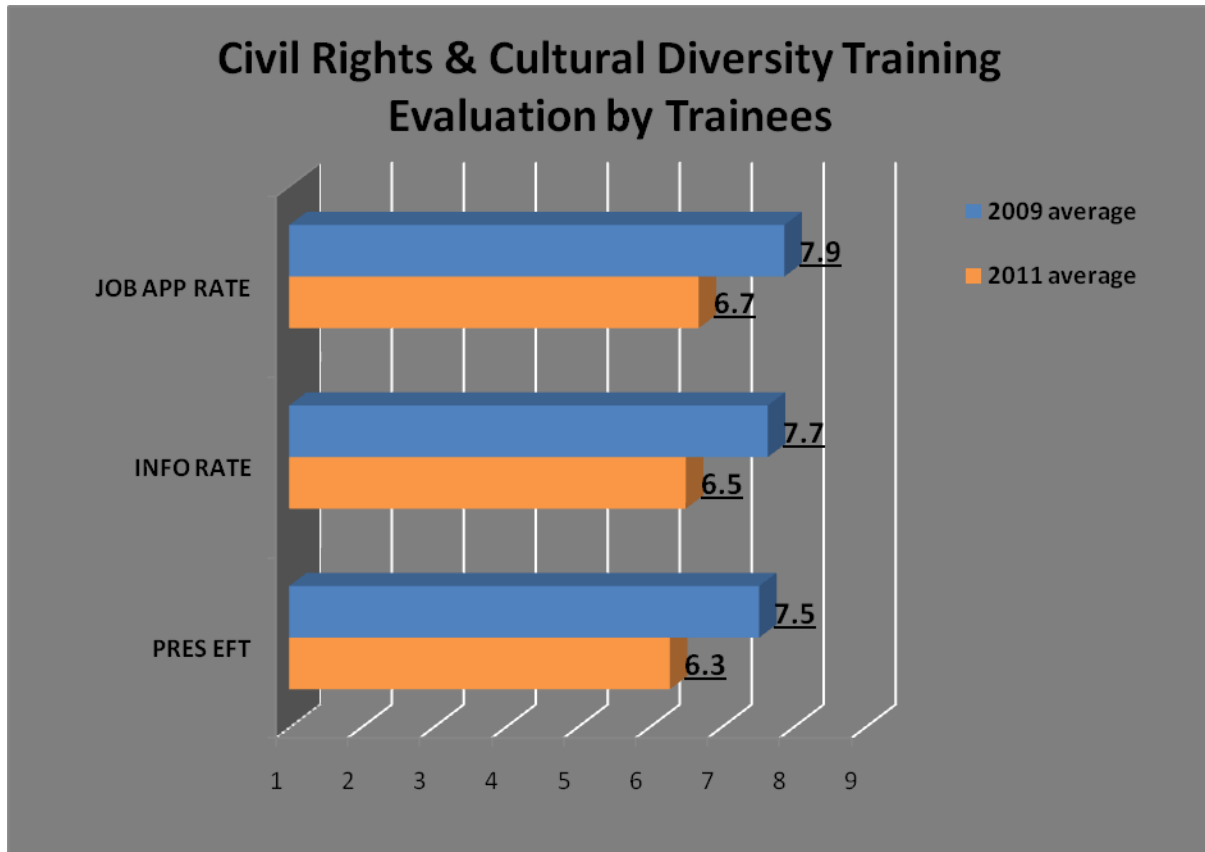
**Figure 3: COMPARISON OF 2009 AND 2011 MCDSES CIVIL RIGHTS & CULTURAL DIVERSITY TRAINING METHODS,** by rates of trainee evaluation on value. On a scale of 1-9 (1= of little value & 9= very valuable), trainees were asked to rate the value of the training as applied to the job (JOB APP RATE), the value of information received (INFO RATE), and the value of effectiveness from the presentation style (PRES EFT). On average, rates showed a lower rate of value in 2011's training that 2009's.

With an approximate negative difference of 1.2 in value, surprisingly, the 2011 PowerPoint training was revealed to have less overall value than that of 2009, according to MCDSES workers. This could be due to several reasons: the separation of the movie from the training could reveal greater interest in a collective training module, or workers might not enjoy their work place as their training environment. Nonetheless, qualitative feedback helps to reflect why workers felt this way.

**Qualitative Feedback**

2009's feedback was mainly comprised of generic positive comments, like "good training" and "good films," along with specific comments, "I appreciate the effort to make the subject meaningful" and "good use of films as applications to training." There were more specific gripes about the trainer's training style and the use of time (please see Appendix E for full sample). From repetitive phrases, like "need for more refreshments during the training" and "trainer's presentation style was dry" to specifically impactful phrases, like "needs more interactive and energizing activities" and "put it online and watch only the movie," 2009's training rating was somewhat valuable but had much more negative commentary attached than positive.

2011's training was also most negatively commented upon, frequently that the quiz questions were not directly connected to the content in the training, in that the questions were "eluding" and "vague." Feedback also indicated that many employees "preferred to be trained in person," rather than online. Two suggestions were particularly impressive, from an administrative aspect, stating that the training should have been "streamlined" and that trainees need to be "inform[ed] on computer media needs" as a preamble to the training process. In fact, there was at least one comment or suggestion from each analyzed training that revealed the same concerns and goals that HR had expressed for the future. Nonetheless, with more positive and negative commentary given than that of the previous training module, participants gave more reason for their loss of value to the current training module.

Collectively, participants offered more negative feedback than positive for both 2009 and 2011. In understanding the feedback process and evaluation routine, participants may feel most importantly like they must critique what is wrong with an item, before and even without equally critiquing what is right. Participant feedback is crucial for the development of future training, but

it is not the only requirement; this was expressed in the beginning by HR's training cadre to develop and affordable, yet impactful differentiation in training. Thankfully, some trainees acknowledged the reason for the change, stating that the training module was "very effective in getting the necessary information out in an efficient manner" and also "cost-effective."

As Part Two of the 2011 Civil Rights training, participants were required to take the quiz and provide feedback as their entry to view the 'real world' application of what was learned – a movie. From eight different selections, including *Something the Lord Made* (Sargent, Silverman, & Caswell, 2004) and *Emmanuel's Gift* (Lax & Stern, 2005), trainees were prompted to compare the social injustices that were highlighted in each of the films to what was learned in the electronic training. In three separate discussions (for three separate Part Two trainings), all participants had included their own feedback on personal experience relative to the specific social injustice described in the movie (personal communication, MCDSES, 19 April 2011; 21 April 2011; & 26 April 2011) (see Appendix E for Informed Consent). From the separated application, trainees were able to connect the specific mandates learned to each movie. In one particular discussion, after viewing a movie emphasizing history in science and the civil rights movement of the 1960s (Sargent, Sliverman, & Caswell, 2004), each participant was prompted to share their experiences of discrimination and bias in the workplace (personal communication, 21 April 2011). Surprisingly, most MCDSES workers had been more discriminated against by customers rather than themselves acting as the discriminators. Jointly, service workers and administrative personnel had testified that they were commonly referred to as not understanding or unempathic of the individual customer experience. Additionally, workers of Hispanic / Latino ethnicity were expected by their customers to have equivalent background histories, family size, and social barriers. Most importantly, language seemed to be the number one source of bias, in

that customers assumed that if a worker was not of a customer's race, they did not speak the customer's language, nor knew what the customer was talking about. Despite these biases, workers are happy to contradict the negative expectations placed upon them, and to move on rather than stew in the negativity. This shows that the Civil Rights training has been effective enough throughout the years to retain and reflect work ethic and standard at MCDSES and that the biannual training mandate is necessary to do so.

### Conclusion

Overall, the current project resulted in high retention rates of information on civil rights and cultural diversity.  The differentiation in training reflected a somewhat lower value to participants of than that of the previous methodology, yet more impactful by elevated quantities of commentary response; more was said about the context and quality of the training. As part of the general goal, this electronic training module was to replace the classroom environment, the travel, and the spent workday with an upgraded, more interactive, more comfortable, and more applicable training module through the employee's own computer. To achieve this, the objectives were: *draw more attention to the training, create more interaction through the use of electronic multimedia,* and *retain more information trained*. This was in addition to the number one objective – *save money without compromising the integrity of the agency, its mission, nor the mandate*. The specific objectives were met, and while this upgrade did not meet the original goals to create high interaction and more comfort in the new training environment, the training was more applicable to the current economic issues that the agency faces. Given this analysis, this project is considered to have had a positive impact for MCDSES and for HR.

With the issue of civil rights and its tie to social services, MCDSES continues to provide the community with services and benefits that "promote social and economic self reliance of

each individual and family" (2008). Through the mission statement and the values adopted,

MCDSES specifically treasures "quality services that are delivered with integrity, innovation,

and that respects cultural diversity" and "leadership that demonstrates vision, knowledge,

dedication, competence, compassion and results." There couldn't be a better foundation for the

department's civil rights training and its current differentiation.

This training will set the grounds for future trainings at MCDSES and HR – the

department anticipates using the electronic training method as its main source for education on

state mandates. While there is no replacement for group discussion and interaction as a learning

method, their function will be more strictly allocated to particular training subjects. Also with the

purchase of a department-wide training program, like Lectora or Captivate, the electronic

training methods will be easier to view and stream through the Learning Development Network.

Furthermore, with the current excel spreadsheet created to analyze participant response, IT and

administrative staff can now use a reference template for analyses on future trainings to help

evolve the education process. It is recommended to make use of the IT staff more often in the

training process, so that future presentation programs can be taught to the entire training cadre,

resulting in better utilization of multimedia equipment. Employment of an official financial

examiner for all trainings would also be handy; someone knowledgeable of the specific wages,

hours, and expenses being saved would help administrative staff to actualize the financial worth

of the training process.

From this project, I have personally learned of a passion toward administrative services. I

am very excited to implement policy and regulation, create new methods, and analyze current

programs assist populations in need in an agency that that holds my same values. I have also

learned that public agencies are far more restricted in funding and regulations for services than

that of non-profit agencies. My previous experience with YWCA Monterey County and my current experience with HR at MCDSES varied greatly but with both I was able to create innovative techniques for current programs that benefit the community at large. I am fortunate to have had such a positive experience with HR and its staff and I highly recommend this branch to anyone pursuing a career in administration or policy. Communication and a strong relationship with administrative staff are imperative in any organization; simple ideas can be turned into a beneficial reality, given the right assets.

## Major Learning Outcomes

For the Collaborative Health and Human Services (CHHS) major at CSU Monterey Bay, there are thirteen specific major learning outcomes (MLOs) developed to create goal-oriented experiences and competencies for the student. The MLOs are:

- Collaboration
- Cross Cultural Competency
- Information Management
- Leadership
- Professional Development
- Public Policy Analysis
- Systems Management

- Conflict Resolution
- Financial Management
- Professional Communication
- Professional Ethics
- Research Methods & Statistics
- Knowledge of Health & Human Services

(Department of Health, Human Services, and Public Policy, 2008)

During my experience with HR at MCDSES, I implemented seven of the thirteen MLOs – *Cross Cultural Competency*, *Information Management*, *Knowledge of Health and Human Services, Professional Communication*, *Public Policy Analysis*, *Statistics and Research Methods*, and *Systems Management*.

**Cross Cultural Competency**

> Demonstrate an understanding of the differences between self and others and be comfortable engaging in a process of relationship-building characterized by mutual respect and sensitivity; and assess the needs and capabilities of culturally diverse populations and communicate effectively across cultural groups.
> (Department of Health, Human Services, and Public Policy, 2008)

During the project process, I was able to apply cross cultural competency in order understand the differences between department branches, including their roles, responsibilities, and how they served the community.  I was also able to gain insight into procedures & training in discrimination cases and their relative states mandates by receiving and conducting training to properly respond between the MCDSES administration, staff, and customer needs. From this I was able to translate the relevant information to trainees.

**Information Management**

"Demonstrate the ability to apply computer and internet technology to health and human services practice and public policy development" (Department of Health, Human Services, and Public Policy, 2008). While developing the project, I was able to manage to identify appropriate channels to retain pertinent information maintained by HR. With knowledge of the potential Learning Development Network, Lectora and Captivate, and the use of Microsoft Office Excel, Word, and PowerPoint, along with physical paper filing systems and administrative directives, I was able to create an ideal electronic method for training for HR and MCDSES.

**Knowledge of Health and Human Services – Social Work**

"Demonstrate an understanding of the fundamental principles and issues common to the major fields of health and human services, …including social welfare, and demonstrate competence in the area…" (Department of Health, Human Services, and Public Policy, 2008). With the help of the HR branch for my project I was able to identify the basic human service

aspects to potentially complicated civil rights aspects of mandates and training. This led me to

plan a simple, yet effective method to relay the human service logic & culture to staff

department-wide. From this project, I was able to demonstrate the ability to further strengthen

MCDSES repertoire as a positive community resource.

## Professional Communication

> Demonstrate the ability to communicate basic and complex ideas to a variety of individuals and groups using critical listening and high quality oral and written communication skills appreciate the organizational and cultural contexts within which communication occurs, and produce high quality professional written documents and oral and electronic presentations.
>
> (Department of Health, Human Services, and Public Policy, 2008)

Through professional communication, I learned language, acronyms, abbreviations, and

lingo associated with particular document and department types circulated through MCDSES, to

include the federal, state, and county mandates that controlled the training for civil rights and

equal opportunity. That knowledge I gained helped to update and create proper documents

according to their respective system / department in the training environment. Thus, I applied

proper acronyms & abbreviations to and from the training module.

## Public Policy Analysis

"Demonstrate the ability to critically analyze public policy issues and begin to master the

skills necessary to identify and define public problems, analyze existing policies, develop

alternatives to current policy and recommend alternatives" (Department of Health, Human

Services, and Public Policy, 2008). Through research in federal, state, and local civil rights and

discrimination mandates, I was able to merge overlapping and repetitive information in user-

friendly method through the PowerPoint training, applying all mandates sturdily to the subject of

civil rights. This demonstrated an ability to differentiate the interests of the public organization

sector by utilizing cost-effectiveness within the agency to uphold a high standard in client-customer service, even in face of budget limitations and resources.

**Statistics and Research Methods**

"Demonstrate knowledge and skills in the application of basic research methodologies and statistical analysis techniques in community-based health and human services and public policy research" (Department of Health, Human Services, and Public Policy, 2008). By evaluating the results of my electronic training module, I was able to refer back to my review of the annual MCDSES Civil Rights Report. This revealed statistical analysis of populations served by the community geography and demographics. The project helped to further gather data for 2011/2012 report that aids in countywide regulation. Also, as mentioned before, by collecting paper evaluations and transferring them to a statistical spreadsheet, I created a statistical template for future trainings. This learning outcome was especially enjoyable for me, as I have a passion to turn numbers and population statistics into social theory.

**Systems Management**

"Demonstrate an understanding of and begin to develop the skills necessary to manage complex systems of health and human service delivery" (Department of Health, Human Services, and Public Policy, 2008). Through working with an administrative branch within MCDSES I was able to investigate previous methods of effective training. I was also mentored by key informants to all department training projects, receiving consistent and frequent feedback to help my construction process for the new civil rights training module. With this knowledge gained, I merged MCDSES's mission statement with HR's role in the organization and turned it into a successful method of training. These skills allowed for the imposition of a new impactful and

effective training method that strengthens the organization's culture and helps to create a larger support system to their client-customers and from their government and taxpayer provider.

**CSUMB Vision Statement**

The CSUMB Vision Statement guides students, faculty, and all affiliates with a particular drive to the learning environment. While CSUMB's vision statement is extensive, its main points include:

- "Serving the diverse people of California, especially the working class and historically undereducated and low-income populations" (CSUMB, 1994). My project was directed toward serving community members who are unable to achieve self-sufficiency, due to their socioeconomic status. MCDSES as a community agency is dedicated to centrally serving this population and my passion is to do the same.

- "Substantive commitment to multilingual, multicultural, gender-equitable learning" (CSUMB, 1994). Social Justice 2.0 was aimed toward eliminating discrimination within a hospitable institution. This channeled public regulation that encompassed the foundations for this drive specifically recognized several key categories in how society is divided, thus also creating a path toward unity.

- "Integrated and experimental use of technologies as resources to people" (CSUMB, 1994). The use of my electronic training module helped to set innovative methods to educate MCDSES service workers and proficiently serve the community.

- "Depth to meet statewide and regional needs, specifically those involving both inner-city and isolated rural populations, and needs relevant to communities in the immediate Tri-County region" (CSUMB, 1994). With the integration of federal, state, and county regulations, I was able to manage and translate proper authorities and

procedures to workers, while creating a critical thinking basis for how the regulations are applied in the workplace.

- Among other points.

I am excited to know that my project was directly connected to most of the CSUMB Vision Statement. I have internalized the learning method developed by CSUMB and have established similar visions in how I will conduct myself in the professional field (see Appendix F for full vision statement).

The strength behind the CHHS MLOs and the CSUMB Vision Statement allows for the creation of specific, goal-oriented, and powerful projects that the community is able to experience, first-hand. Through my change to the biannual civil rights training, it was possible to strengthen retention of information to MCDSES workers and its organizational culture. CHHS and HR have helped me to understand that change does not need to be grand and complex. Rather, success occurs when change is simple. In evaluating the history of the civil rights movement, I've concluded that discrimination, bias, and bigotry are only natural social byproducts of the human need to belong. As civil servants to local communities, it is the responsibility of public institutions to take on these large social issues and govern them simply, yet effectively. In his essay, "Civil Disobedience," Henry David Thoreau strongly stated, "A minority is powerless while it conforms to the majority; it is not even a minority then; but it is irresistible when it clogs by its whole weight" (1849). His view of corruption was based from the top down, in that government can break the pursuit of human rights. So it is the responsibility of public leaders and service workers to obliterate the biases that prevent individual and community success. I am proud to say that I have participated in doing so.

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# <u>APPENDICES</u>

# <u>TO FOLLOW</u>

# APPENDIX A:
## CAPSTONE PROJECT PLAN

**Project Statement:** The Capstone is derived of providing a new training method for all Monterey County Department of Social and Employment Services (MCDSES) staff. By providing online training, the new training module will omit travel to training sites. This will result in increased service provided to the community and cost effectiveness to the county. All steps toward the new training will include review and approval by supervisors Ron Mortenson and Susan Reid.

| ACTION STEPS | Aug '10 | Sep '10 | Oct '10 | Nov '10 | Dec '10 | Jan '11 | Feb '11 | Mar '11 | Apr '11 | May '11 | Jun '11 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **1. Assess current training modules in effect for MCDSES [trainings provided by Susan Reid, Ron Mortenson, & Sally-Ann Phillips] (Tentative)** | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | | | | |
| **(Actual)** | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | | | | |
| **2. Review prior Civil Rights Training modules (Tentative)** | | | ▓ | ▓ | ▓ | ▓ | | | | | |
| **(Actual)** | | | ▓ | ▓ | ▓ | ▓ | | | | | |
| **3. Meetings with MCDSES IT staff to review online training methods. [Elana Schwartz & Yvonne Walker] (Tentative)** | | | | | | ▓ | ▓ | | | | |
| **(Actual)** | | | | | | ▓ | ▓ | | | | |

| ACTION STEPS | Aug '10 | Sep '10 | Oct '10 | Nov '10 | Dec '10 | Jan '11 | Feb '11 | Mar '11 | Apr '11 | May '11 | Jun '11 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 4. Create new Civil Rights power point to upload to online Learning Development Network (LDN) [Melanie Stracner & Ric Pimentel] (Tentative) | | | | | | ▨ | ▨ | | | | |
| (Actual) | | | | | | ▣ | ▣ | | | | |
| 5. Review previous Civil Rights training quiz and adjust to current training module (Tentative) | | | | | | | ▨ | | | | |
| (Actual) | | | | | | | ▣ | | | | |
| 6. Upload quiz onto online web portal [Melanie Stracner & Ric Pimentel] (Tentative) | | | | | | | ▨ | | | | |
| (Actual) | | | | | | | | ▣ | | | |
| 7. Input previous training evaluations into Excel document (Tentative) | | | | | | | | ▨ | | | |
| (Actual) | | | | | | | | | | ▣ | |

| ACTION STEPS | Aug '10 | Sep '10 | Oct '10 | Nov '10 | Dec '10 | Jan '11 | Feb '11 | Mar '11 | Apr '11 | May '11 | Jun '11 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | █ | |
| 8. Witness and assess new Civil Rights training method (Tentative) | | | | | | | | ▒ | ▒ | | |
| (Actual) | | | | | | | | | █ | | |
| 9. Input new Civil Rights training evaluations into Excel document (Tentative) | | | | | | | | | ▒ | | |
| (Actual) | | | | | | | | | | █ | |
| 10. Compare and contrast evaluation results to measure effectiveness of change (Tentative) | | | | | | | | | ▒ | | |
| (Actual) | | | | | | | | | | █ | |
| 2. Process Capstone report (Tentative) | | | | | | | | | ▒ | ▒ | |
| (Actual) | | | | | | | | | | █ | |
| 2. Capstone Festival (Tentative) | | | | | | | | | | ▒ | |
| (Actual) | | | | | | | | | | █ | |

# WELCOME!

- ✓ To move through each slide of the presentation, click your left mouse button, and the current slide will advance to the next one.
- ✓ You can use the **PAGE DOWN** key on your keyboard to advance to the next slide.
- ✓ You can use the **PAGE UP** Key on your keyboard to go back to the previous slide.
- ✓ You can also use your mouse to click on the right and left arrows at the bottom left of each slide to navigate.

press PAGE DOWN to advance to the next slide (or left mouse click)

# WELCOME!

✓ This presentation is part 1 of training

✓ Each topic is identified in the header

✓ Each **GREEN** term may be on the quiz

✓ Critical questions for your contemplation (or "Food for Thought") will be **BLUE**

✓ After this slideshow, your quiz answers will record your retention of this training.

press PAGE DOWN to advance to the next slide (or left mouse click)

# WHY IS CIVIL RIGHTS AND DISCRIMINATION TRAINING IMPORTANT?

✓Training is mandated at new hire

✓Training is mandated every 2 years

✓Rules help govern the people

✓It's the right thing to do

✓Prevents complaints and/or lawsuits

✓YOU could be questioned and held accountable by the State

press PAGE DOWN to advance to the next slide (or left mouse click)

# FOOD FOR THOUGHT

## What does "Civil Rights" mean to you?

press PAGE DOWN to advance to the next slide (or left mouse click)

# "CIVIL RIGHTS"

## For DSES, Civil Rights means:

➤ Treat all customers fairly and equally

➤ Treat your fellow employees fairly and equally

press PAGE DOWN to advance to the next slide (or left mouse click)

# DEPARTMENT REGULATORY AGENCIES

# CALIFORNIA DEPARTMENT OF SOCIAL SERVICES CIVIL RIGHTS BUREAU (CA DSS)

## Publishes CA DSS Manual of Policies and Procedures, Division 21 rules

# DEPARTMENT of LABOR WORKFORCE INVESTMENT ACT (DOL WIA)

## Publishes Section 188 of the Workforce Investment Act (WIA)

# CA DSS CIVIL RIGHTS BUREAU & DEPT. OF LABOR WIA

## Both Agencies:

➤ Provide assistance and support
➤ Interpret Federal & State Laws, Rules & Regulations
➤ Receive periodic reports, updates, and assurance of compliance statements
➤ Perform periodic site visits
➤ Investigate complaints/appeals, review case records, and monitor compliance

# CA DSS DIVISION 21 & WIA SECTION 188

## Who do these laws apply to?

- ➢ All agencies receiving federal or state assistance through the California Department of Social Services
- ➢ All Administration of CalWORKs, Food Stamps, and/or Employment Services
- ➢ All Local Workforce Investment Areas (LWIA)
- ➢ All other WIA Title I recipients- One Stop Partners

press PAGE DOWN to advance to the next slide (or left mouse click)

# LEGAL AUTHORITY

➢ Title VI of Civil Rights Act of 1964

➢ Rehabilitation Act of 1973

➢ Age Discrimination Act of 1975

➢ Food Stamp Act of 1977

➢ Americans with Disabilities Act 1990

# LEGAL AUTHORITY

> Section 188 of the WIA Act of 1998

> Title IX of the Education Amendment of 1972

> Title 20 of Code of Federal Regulations (CFR)

> Title 29 of CFR

> Title 41 of CFR

> Dymally-Alatorre Bilingual Services Act

> WIA Directive, regarding Limited English Proficiency

press PAGE DOWN to advance to the next slide (or left mouse click)

# TITLE VI
# CIVIL RIGHTS ACT 1964

Section 601:

Programs MAY NOT EXCLUDE, delay, or deny welfare benefits to persons based on their **_race_**, **_color_**, or **_national origin_**.

# TITLE VII
# CIVIL RIGHTS ACT 1964

Section 703:

All federal agencies will provide equal employment opportunities, without discrimination based on *race*, *color*, *national origin*, *religion*, or *sex*.

# SUBSEQUENT LAWS ENACTED

## TO PROTECT OTHER TYPES OF DISCRIMINATION AFTER CIVIL RIGHTS ACT OF 1964 WAS ENACTED

- **Americans with Disabilities Act** of 1990
- **Age Discrimination in Employment Act** of 1975
- **The Civil Service Reform Act** of 1978

  Includes *race *color *sex *religion *national origin *age *disability *marital status & *political affiliation

# BASIS OF DISCRIMINATION
## 9 CATEGORIES:

- Race
- Color
- National Origin
- Religion
- Sex/Gender
- Disability
- Political Affiliation
- Age
- Marital Status

press PAGE DOWN to advance to the next slide (or left mouse click)

# REVIEW

| Civil Rights | Authority | The Nine |
|---|---|---|
| Treat all customers fairly and equally<br><br>Treat your fellow employees fairly and equally | ✓ CA DSS Div 21<br>✓ WIA Sec 188<br>✓ Title VI of Civil Rights Act of 1964<br>✓ Rehabilitation Act of 1973<br>✓ Age Discrimination Act of 1975<br>✓ Food Stamp Act of 1977<br>✓ Americans with Disabilities Act 1990 | 1. Race<br>2. Color<br>3. National Origin<br>4. Religion<br>5. Sex/Gender<br>6. Disability<br>7. Political Affiliation<br>8. Age<br>9. Marital Status |

press PAGE DOWN to advance to the next slide (or left mouse click)

# FOOD FOR THOUGHT

**What is RACE and why do we need to know about it?**

**How do you think race is different than other social classifications (i.e. Ethnicity, Color, or National Origin)?**

press PAGE DOWN to advance to the next slide (or left mouse click)

# SECTION 2

# BASIS OF DISCRIMINATION NINE CATEGORIES

press PAGE DOWN to advance to the next slide (or left mouse click)

# RACE / COLOR

## Race Related Characteristics

**Skin Color**
**Hair Color / Texture**
**Facial Features**

# NATIONAL ORIGIN DISCRIMINATION

*Treating someone differently because they*

➢ Come from a particular place.

➢ Have an accent.

➢ Have a particular ethnic background.

➢ Are married to or have other association with someone of a particular nationality.

# POLITICAL AFFILIATION

*No one shall be denied benefits or treated differently due to their political affiliation:*

- American Independent Party
- Democrats
- Republicans
- Green Party
- Libertarian Party
- Republicans
- Others

press PAGE DOWN to advance to the next slide (or left mouse click)

# RELIGIOUS DISCRIMINATION

*No one can be denied benefits or treated differently due to their religious beliefs or practices.*

- Buddhist
- Catholic
- Hindu
- Jewish
- Muslim
- Protestant
- Others

press PAGE DOWN to advance to the next slide (or left mouse click)

# MARITAL STATUS

*Customers or applicants cannot be discriminated against because of their marital status.*

➢ **Married**

➢ **Single**

➢ **Divorced**

➢ **Widow/er**

➢ **Registered Domestic Partner**

# SEX-BASED DISCRIMINATION

## It is unlawful to discriminate against anyone due to gender.

- Male
- Female
- Gender Identification
- Sexual Orientation

press PAGE DOWN to advance to the next slide (or left mouse click)

# DISABILITY DISCRIMINATION

**The Americans with Disabilities Act of 1990** prohibits agencies from discriminating against customers/applicants with disabilities.

# DISABILITY DISCRIMINATION

## An individual with a disability is a person who

✓ Has a physical or mental impairment that substantially limits one or more major life activities;

✓ Has a record of such impairment; or

✓ Is regarded of having such an impairment.

Caldwell, G. – Capstone Draft, Spring '11

# REASONABLE ACCOMMODATION
## *May include, but is not limited to*

- Lowered counter space
- Lowered telephones
- Disabled Parking
- Wider doors & hallways
- Door pressure

- TDD/TTY telephones
- Large Print Material
- Braille / CD / .mp3
- Staff assistance with forms
- Interpreters/Written communication

press PAGE DOWN to advance to the next slide (or left mouse click)

# AGE DISCRIMINATION

⊙ The Age Discrimination Act of 1975 is a national law that prohibits discrimination on the basis of age (40 and older) in programs or activities receiving federal financial assistance.

⊙ You should be respectful and non-discriminatory to persons of <u>ALL</u> ages.

press PAGE DOWN to advance to the next slide (or left mouse click)

# DID YOU REMEMBER THEM?

| Race | Color | National Origin |
|------|-------|-----------------|
| Religion | Political Affiliation | Marital Status |
| Sex | Age | Disability |

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left mouse click)

# REVIEW

| The Nine | Americans with Disability Act of 1990 |
| --- | --- |
| 1. Race<br>2. Color<br>3. National Origin<br>4. Religion<br>5. Sex/Gender<br>6. Disability<br>7. Political Affiliation<br>8. Age<br>9. Marital Status | Prohibits agencies from discriminating against customers or applicants with physical and mental disabilities |

press PAGE DOWN to advance to the next slide (or left mouse click)

# FOOD FOR THOUGHT

**Can you think of an additional basis of discrimination not covered by the 9?**

**How would *your* branch handle new and growing diverse populations?**

press PAGE DOWN to advance to the next slide (or left mouse click)

# SECTION 3

# COMMUNICATION & DOCUMENTATION

# WHY DO WE COLLECT DATA?

## *PURPOSE*

✓ **Ethnic Origin**

To compare and update the population data and assess cultural awareness training needs in our county.

✓ **Primary Language**

To determine the need of bilingual staffing, bilingual forms when available from CDSS, etc.

# PROVISIONS FOR SERVICES TO APPLICANTS AND RECIPIENTS

The _**same level**_ of services must be provided to non-English speaking persons and individuals with disabilities as is provided to the customer population at large.

# PUBLICATION 13 (CA DSS)

- "Your Rights Under CA Welfare Programs"
- Given to all customers at each intake & renewal visit
- Written in customer's primary language
- Located in all main lobby areas (Binder containing languages is at front desk)
- Updates available from the warehouse & from the CA DSS website

# NON-DISCRIMINATION AND EQUAL OPPORTUNITY NOTIFICATION (WIA)

- Given to all customers at each application
- Customer's primary language
- Located in all One Stop main lobby areas:
  - -Equal Opportunity Is The Law
  - -What To Do If You Believe You Have Experienced Discrimination

press PAGE DOWN to advance to the next slide (or left mouse click)

# LIMITED ENGLISH PROFICIENT (LEP)

⊙ An LEP individual is a person who is unable to speak, read, write or understand the English language at a level that permits him or her to interact effectively with service agencies and providers.

⊙ DSES must take adequate steps to ensure that LEP persons receive the language assistance necessary to afford them FREE *"Meaningful Access"* to services.

# METHODS FOR COMMUNICATION FOR LEP INDIVIDUALS

➢ Bilingual Staff

➢ Contracted Interpreters

➢ Language Line

➢ Customer provides their own interpreter

# BILINGUAL SERVICES

The county **_must_** ensure that bilingual services are provided. These interpreter services including American Sign Language (ASL) must be provided **_free_** to the participant.

# BILINGUAL SERVICES

## It is the county's responsibility to provide an interpreter.

Employees must

✓ **NEVER** request a customer bring their own interpreter;

✓ Ensure communication is effective; and

✓ Use interviewing skills to ensure you are being understood.

✓ **If in doubt, use a qualified interpreter.**

# BILINGUAL SERVICES

## *What exactly is a qualified interpreter?*

- ✓ They interpret effectively, accurately, and impartially.
- ✓ They are county certified bilingual employees.
- ✓ They are county contracted interpreters (language line, or other).

# BILINGUAL SERVICES

## *If the customer brings their own interpreter*

- ✓ Explain the county is responsible for providing an interpreter.
- ✓ There may be a problem with communication using an non-certified interpreter.
- ✓ You can proceed if the customer insists.
- ✓ Have the customer complete Form CO-591, *Notice of Understanding* *(part of AD 07-02)*
- ✓ Have the outside interpreter complete Form CO-591, *Interpreter/Translator Confidentiality Agreement*

# DOCUMENT!

- ✓ The request for interpreter services.
- ✓ The method of interpretation used.
- ✓ Any potential problem for incomplete or ineffective communication.
- ✓ If customer's own interpreter is used
- ✓ In the case file and on the computer.
- ✓ Use Language Preference and Auxiliary Aid Identification Form CO-590 (AD 07-02). This form is an excellent checklist.

# DOCUMENT!

✓ Acceptance or refusal of forms or other materials offered in the individual's primary language.

✓ The method used to provide translation.

✓ The type of interpretation: Was an employee the interpreter, was a volunteer interpreter used, or did customer provide interpreter?

✓ If a minor served as an interpreter, document the circumstances requiring use of a minor. (Emergencies Only! – basically to set up a return meeting with a qualified interpreter)

# DOCUMENT!

✓ A consent form should be signed should the interpretation be provided by individuals other than county welfare department staff (Form CO-591).

✓ Interpreter/Translator Confidentiality Agreement. (see AD 07-02, CO-591)

✓ Case record and computer update.

# AUXILIARY AIDS AND SERVICES

*An auxiliary aid is "…an assistive device used to compensate for a physical disability."*

- Braille
- Assist in filling out forms
- Telephone amplifiers
- American Sign Language
- Telephone relay systems

- Note taking
- Audio recorders
- Interpreters
- TDD/TTY equip.
- Etc.

# SERVICES TO INDIVIDUALS WITH VISUAL AND HEARING IMPAIRMENTS

**How are services provided to applicants or customers who have _visual_ impairments?**

➢ Audio assistance

➢ Large print forms and/or Braille

➢ And/or employee assistance with reading and completing the forms

➢ _Document_ how services are provided

press PAGE DOWN to advance to the next slide (or left mouse click)

# SERVICES TO INDIVIDUALS WITH VISUAL AND HEARING IMPAIRMENTS

**How are services provided to applicants or customers who have _hearing_ impairments?**

➤ Use California Relay Line
➤ TDD/TTY Phones
➤ Use written communication
➤ Provide sign language interpretation
➤ Document

press PAGE DOWN to advance to the next slide (or left mouse click)

# REVIEW

| Service to Applicants / Recipients | Pub 13 |
|---|---|
| SAME LEVEL of service provided to non-English speakers (LEP) and disabled | CA welfare program recipient rights with complaint procedure |

press PAGE DOWN to advance to the next slide (or left mouse click)

# FOOD FOR THOUGHT

**How many different languages have you encountered as an MCDSES worker?**

press PAGE DOWN to advance to the next slide (or left mouse click)

# SECTION 4

# COMPLAINTS

press PAGE DOWN to advance to the next slide (or left mouse click)

# WHO CAN FILE A CIVIL RIGHTS COMPLAINT?

## *Any Applicant / Recipient, or their "Authorized Representative":*

An "authorized representative" is:

An individual or group that has written authorization from the customer to act in his/her behalf.

# DISCRIMINATION COMPLAINTS

## If a customer wants to file a complaint

- ✓ BE POLITE!
- ✓ Give the customer the name and number of the Civil Rights Coordinator or LWIA Equal Opportunity Officer.
- ✓ Do not retaliate.
- ✓ Maintain confidentiality.

press PAGE DOWN to advance to the next slide (or left mouse click)

# HOW CAN CUSTOMERS FILE A COMPLAINT?

- ✓ Written
- ✓ Verbally
- ✓ Electronically

## With Whom?

- ➢ Any DSES manager
- ➢ Civil Rights Coordinator or DSES HR staff
- ➢ Monterey Co. Equal Opportunity Office (831) 755-5117
- ➢ Office of Civil Rights in Sacramento
- ➢ Federal Employment Housing - FEHA

press PAGE DOWN to advance to the next slide (or left mouse click)

# WHO IS THE DSES CIVIL RIGHTS COORDINATOR AND EQUAL OPPORTUNITY OFFICER?

## Susan Reid

1000 S. Main Street, Ste. 308
Salinas, CA. 93901
(831) 796-1555
reidse@co.monterey.ca.us

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# DSES HR COMPLAINT INVESTIGATORS

## Lori Ducoing

### 796-1593

### AND

## Ron Mortenson

### 796-1594

press PAGE DOWN to advance to the next slide (or left mouse click)

# MONTEREY COUNTY EQUAL OPPORTUNITY OFFICE

- 168 Alisal St.
  Salinas, CA 93901

- (831) 755-5117

- Email:
  108-EqualOpportunity@co.monterey.ca.us

- Website:
  http://www.co.monterey.ca.us/eqopp/faqs.htm

# COUNTY LEVEL –
# DEAF OR HEARING IMPAIRED
# (CA DSS & WIA)

- TDD/TTY machines available in all DSES District Offices (Salinas, Seaside, King City)

- (831) 755-4867  (Salinas)

- CA TDD (800) 735-2929

# STATE LEVEL - CA DSS

**California Department of Social Services**
**Civil Rights Bureau**
**744 P Street, MS 15-70**
**Sacramento, CA 95814**

Call collect: (916) 654-2107 or
Toll free (866) 741-6241
E-mail address: crb@dss.ca.gov

# STATE LEVEL –
# DEAF OR HEARING IMPAIRED
# (CA DSS & WIA)

## TDD / TTY:

(916) 654-2098  -or-  (800) 688-4486

## California Relay Service Operator:

(800) 735-2929

press PAGE DOWN to advance to the next slide (or left mouse click)

# FEDERAL LEVEL –
## COMPLAINT INVOLVING SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM

*SNAP & CALFRESH*
*(FORMERLY FOOD STAMPS)*       *CA DSS*

Director, Office of Civil Rights
Room 326-W, Whitten Building
1400 Independence Avenue, S.W.
Washington, D.C. 20250-9410
(800) 537-7697 (voice and TDD)

press PAGE DOWN to advance to the next slide (or left mouse click)

# FEDERAL LEVEL – OTHER DISCRIMINATION COMPLAINTS          (CA DSS)

Michael Kruley, Regional Manager
Office for Civil Rights
U.S. Department of Health and
Human Services
90 7th Street, Suite 4-100
San Francisco, CA 94103
(415) 437-8310     or
TDD (415) 437-8311

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# FEDERAL LEVEL – WORKFORCE INVESTMENT ACT

CRC, US Department of Labor

200 Constitution Ave. NW

Room N-4123

Washington D.C. 20210

(202) 693-6500 or TDD (202) 693-6516

# WEB INFORMATION

## Division 21 Manual Online:

http://www.dss.cahwnet.gov/getinfo/pdf/3cfcman.pdf

## WIA Information Online:

http://www.doleta.gov/usworkforce/wia/act.cfm

# TIME FRAME

The customer has **180 days** from the time the alleged discrimination occurred to file a discrimination complaint.

# INVESTIGATION PROCESS INCLUDES:

- ✓ Interview with Customer
- ✓ Interview with Appropriate Staff
- ✓ Review of Issues Specific to the Complaint
- ✓ Investigation of the General Environment
- ✓ Review other supporting documents as appropriate
- ✓ Report of Investigation

# COMPLAINTS MUST

✓ **Be Specific**

✓ **Be related to one of the 9 basis of discrimination, or**

✓ **Represent poor quality in customer relations, or**

✓ **Violate recognized Dept. processes or DSES Administrative Directive**

# YOU MUST

- ◉ Cooperate with the investigation process.
- ◉ Allow customers to complain about you.
- ◉ Let customer know where to go to complain.
- ◉ Always act professionally.
- ◉ Learn and grow.

# WHAT ABOUT EMPLOYEES?

- Employees can complain
- Same Rights as The Public
- Same Responsibility as The Public

## Employees Can File Complaints With:

- Any DSES manager
- Civil Rights Coordinator or DSES HR staff
- Monterey Co. Equal Opportunity Office (831) 755-5117
- Office of Civil Rights in Sacramento
- Federal Employment Housing - FEHA

# REVIEW

| Auxiliary Aids | Filing a CR Complaint | Complaint MUST |
|---|---|---|
| Provided to those with VISUAL or HEARING impairments | Written, verbal or electronic<br><br>Within 180 days | ✓ Be Specific<br><br>✓ Be related to a Basis of Discrimination, or<br><br>✓ Represent poor quality in customer relations, or<br><br>✓ Violate recognized Dept. processes or DSES Admin Directive |

press PAGE DOWN to advance to the next slide (or left mouse click)

# FOOD FOR THOUGHT

Has a customer or employee ever complained of discrimination to you?

Is there a separate mindset for handling discrimination cases versus other cases?

press PAGE DOWN to advance to the next slide (or left mouse click)

# SECTION 5

# SEXUAL HARASSMENT

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# SEXUAL HARASSMENT

## It's not legal !

➢ Title VII of Civil Rights Act 1964, as amended in 1986

➢ Monterey County Discrimination Complaint Ordinance

➢ DSES Administrative Dir. 98-05

press PAGE DOWN to advance to the next slide (or left mouse click)

# SEXUAL HARASSMENT

## EEOC Definition:

✓ Unwelcome sexual behavior

✓ Verbal Conduct of a Sexual Nature

✓ Requests For Sexual Favors

✓ Physical Conduct of a Sexual Nature

# SEXUAL HARASSMENT

- ⦿ Can be subtle: jokes, comments & looks
- ⦿ "Quid Pro Quo" – This for That
  - › I'll do "this" for you, if you'll do "that" for me.
- ⦿ Can be offensive to a 3rd party or observer
- ⦿ Favoritism could cause complaints
- ⦿ Could create  a hostile work environment

# SEXUAL HARASSMENT

- ⦿ It's OK to be friends
- ⦿ Ask yourself, "Is my behavior welcome?"
- ⦿ "Would I want my behavior on the news?"

# SEXUAL HARASSMENT

## Guidelines for behavior:

- Be aware of the intent vs. impact of your actions & behavior
- Ensure there is equal initiation & participation between you and the other person
- Treat others like they WANT to be treated, not how you think they would LIKE to be treated

# SEXUAL HARASSMENT

- ⊙ All sexual discrimination is unlawful

- ⊙ Report any complaints immediately to Monterey County Equal Opportunity Office, and/or to DSES HR, and/or your supervisor

# REVIEW

## Sexual Harassment

| DEFINITION | GUIDELINES | ASK YOURSELF |
|---|---|---|
| Unwelcome sexual behavior | Be aware of the intent vs. impact of your actions & behavior | *"Would I want my behavior to be seen on the news?"* |
| Verbal Conduct of a Sexual Nature | Ensure equal initiation & participation | |
| Requests For Sexual Favors | Treat others like they WANT to be treated, not how you think they would like to be treated | |
| Physical Conduct of a Sexual Nature | | |

press PAGE DOWN to advance to the next slide (or left mouse click)

# SECTION 6

# THE QUIZ

press PAGE DOWN to advance to the next slide (or left mouse click)

# WELL DONE!

- Your next step is to take the quiz.

- The QUIZ is attached to the same E-mail as this PowerPoint presentation. Please exit the PowerPoint presentation and click on the Quiz attachment on the registration E-mail. After you complete the Quiz, follow the instructions on the attachment, 2011 Civil Rights/Cultural Diversity Training registration, on how to enroll for the Film Festival movie of your choice.

- Please be sure to fill out the evaluation.

- You must complete the quiz and view a Film Festival movie to fulfill your mandated training requirement.

# APPENDIX C: 2011 CIVIL RIGHTS TRAINING QUIZ & ANSWERS
**Part One:**
**VIEW THE POWERPOINT, THEN TAKE THE FOLLOWING QUIZ**
**2011 Mandatory Training**

1. The purpose of the Division 21 regulations is to implement:
   a. ☐ Title VI of the Civil Rights Act of 1964 (Race, National Origin and language)
   b. ☐ Title II of the Americans With Disability Act of 1990 (Disability)
   c. ☐ Section 504 of the Rehabilitation Act of 1973 (Disability)
   d. ☒ All of the above

2. Name five (5) of the nine (9) basis of discrimination prohibited under Section 21.
   1) RACE
   2) DISABILITY
   3) COLOR
   4) MARITAL STATUS
   5) RELIGION
   6) AGE
   7) NATIONAL ORIGIN
   8) SEX
   9) POLITICAL AFFILIATION

3. What is the name of the Civil Rights Coordinator for DSES in the County of Monterey?

   SUSAN REID

4. What is the title of the pamphlet required to be given to clients at intake and renewal that advises clients of their rights to non-discrimination, the state hearing process, and the discrimination complaint process?

   "Your Rights Under California Welfare Programs" or Publication 13

5. An applicant/recipient has the right to file a complaint if he/she feels that he/she has been discriminated against based on:
   a. ☒ Religion
   b. ☐ Clothing
   c. ☐ Zip code
   d. ☐ Both a & b
   e. ☐ All of the above

6. If an applicant/recipient believes that he/she has been discriminated against, he/she may:
   a. ☒ File a complaint with a supervisor or manager.
   b. ☐ Write a letter to the local newspaper.
   c. ☐ Apply for benefits in another county.
   d. ☐ All of the above.

7. A complaint of discrimination filed by an applicant/recipient must be received not later than:
   a. ☐ Immediately after the act.
   b. ☐ 90 days after the act.
   c. ☒ 180 days after the act.
   d. ☐ One year after the act.

8. If an applicant/recipient's complaint involves the Food Stamp program, now known as Cal Fresh, the <u>best federal agency</u> to contact is:
   a. ☐ U.S. Department of Health and Human Services, Office of Civil Rights.
   b. ☐ Assistant Secretary for Civil Rights, U.S. Department of Education.
   c. ☒ Director, Office of Civil Rights, Washington D.C.
   d. ☐ All of the above.

9. If the applicant/recipient does not speak English, the Agency is under no obligation to provide services.
   ☐ True
   ☒ False

10. If an applicant speaks a language you don't recognize, what should you do?
    a. ☐ Call your supervisor.
    b. ☐ Go find the Publication 13 binder at the front desk and see if they can read any of the "I speak" cards.
    c. ☐ Call Language Line and tell them you need a translator.
    d. ☒ All of the above.

11. If the Agency finds an applicant/recipient's complaint of discrimination to be unsubstantiated, it is under no obligation to respond to the complaint.
    ☐ True
    ☒ False

12. The biennial training mandate to fulfill the requirements of Division 21 Civil Rights regulations includes cultural awareness.
    ☒ True
    ☐ False

13. We do not have to inform customers of their rights and how to file a complaint if we don't believe them when they tell us they have been the subjects of discrimination from our actions.
    ☐ True
    ☒ False

14. It is alright to deny benefits to any applicant; just like a restaurant can deny service to anyone they choose.
    ☐ True
    ☒ False

15. We have the right to select how we provide services to disabled individuals.
    ☐ True
    ☒ False

16. The Civil Rights Act of 1964 provides for nondiscrimination for the following:
    a. ☐ voting
    b. ☐ public facilities
    c. ☐ equal employment opportunity
    d. ☒ all of the above
    e. ☐ none of the above

17. Title VI of the Civil Rights Act of 1964 amended prohibits discrimination on the basis of race, color, or national origin in any program or activity that receives Federal funds or other Federal financial assistance.
    ☒ True
    ☐ False

18. The Age Discrimination Act of 1975 prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.
    ☒ True
    ☐ False

19. The Food Stamp Act of 1977 does not prohibit discrimination in the certification of applicant households for the Food Stamp Program (Cal Fresh).
    ☐ True
    ☒ False

20. The definition of a disabled person includes "one who exhibits strange behavior patterns."
    ☐ True
    ☒ False

# Appendix D:
## 2009 & 2011 Evaluation and Statistics

### EVALUATION FORM

**DATE:**

**INSTRUCTOR(S):**

**WORKSHOP: Civil Rights / Cultural Diversity & Equal Opportunity Training**

**A. How would you rate the overall value of this workshop?**

**1      2      3      4      5      6      7      8      9**

**Little Value          Valuable          Very Valuable**

**B. How would you rate the effectiveness of the trainer?**

**1      2      3      4      5      6      7      8      9**

**Little Value          Valuable          Very Valuable**

**C. Please rate the materials you received**

**1      2      3      4      5      6      7      8      9**

**Little Value          Valuable          Very Valuable**

**D. Overall, how would you rate what you have learned?**

**1      2      3      4      5      6      7      8      9**

**Little Value          Valuable          Very Valuable**

**What could be done to improve this workshop?**

**Recommendations for future films:**

## 2011 STATISTICS

| Participant # | TEST SCORE | TEST % | PRES EFT / 9 | INFO RATE / 9 | JOB APP RATE / 9 |
|---:|:---:|:---:|:---:|:---:|:---:|
| 1 | 23 | 96% | 6 | 6 | 6 |
| 2 | 23 | 96% | 8 | 8 | 8 |
| 3 | 23 | 96% | 7 | 7 | 7 |
| 4 | 16 | 67% | 5 | 5 | 5 |
| 5 | 23 | 96% | 7 | 7 | 7 |
| 6 | 20 | 83% | 6 | 6 | 6 |
| 7 | 23 | 96% | 5 | 5 | 5 |
| 8 | 23 | 96% | 7 | 7 | 7 |
| 9 | 22 | 92% | 8 | 8 | 8 |
| 10 | 21 | 88% | 8 | 8 | 8 |
| 11 | 23 | 96% | 9 | 9 | 9 |
| 12 | 23 | 96% | 8 | 8 | 8 |
| 13 | 21 | 88% | 9 | 9 | 9 |
| 14 | 20 | 83% | 7 | 7 | 7 |
| 15 | 22 | 92% | 5 | 5 | 5 |
| 16 | 23 | 96% | 6 | 6 | 6 |
| 17 | 23 | 96% | 5 | 6 | 8 |
| 18 | 22 | 92% | 8 | 6 | 6 |
| 19 | 22 | 92% | 8 | 8 | 9 |
| 20 | 21 | 88% | 5 | 5 | 5 |
| 21 | 22 | 92% | 8 | 8 | 8 |
| 22 | 18 | 75% | 9 | 9 | 9 |
| 23 | 22 | 92% | 8 | 7 | 7 |
| 24 | 22 | 92% | 7 | 6 | 6 |
| 25 | 22 | 92% | 5 | 5 | 9 |
| 26 | 24 | 100% | 6 | 8 | 8 |
| 27 | 22 | 92% | 2 | 2 | 4 |
| 28 | 19 | 79% | 4 | 6 | 4 |
| 29 | 22 | 92% | 4 | 5 | 5 |
| 30 | 20 | 83% | 6 | 6 | 6 |
| 31 | 21 | 88% | 6 | 7 | 8 |
| 32 | 18 | 75% | 4 | 4 | 4 |
| 33 | 20 | 83% | 0 | 0 | 0 |
| 34 | 22 | 92% | 8 | 8 | 8 |
| 35 | 22 | 92% | 9 | 9 | 9 |
| 36 | 23 | 96% | 8 | 8 | 8 |
| 37 | 23 | 96% | 3 | 5 | 5 |
| 38 | 23 | 96% | 5 | 5 | 5 |
| 39 | 22 | 92% | 8 | 8 | 8 |
| 40 | 21 | 88% | 5 | 5 | 5 |
| 41 | 23 | 96% | 6 | 7 | 7 |
| 42 | 22 | 92% | 5 | 5 | 5 |
| 43 | 22 | 92% | 8 | 8 | 8 |
| 44 | 22 | 92% | 5 | 5 | 5 |
| 45 | 23 | 96% | 9 | 9 | 9 |
| 46 | 21 | 88% | 7 | 7 | 7 |

| Participant # | TEST SCORE | TEST % | PRES EFT / 9 | INFO RATE / 9 | JOB APP RATE / 9 |
|---|---|---|---|---|---|
| 47 | 21 | 88% | 9 | 9 | 8 |
| 48 | 22 | 92% | 8 | 8 | 8 |
| 49 | 21 | 88% | 5 | 5 | 5 |
| 50 | 23 | 96% | 8 | 8 | 8 |
| 51 | 22 | 92% | 7 | 7 | 7 |
| 52 | 23 | 96% | 8 | 8 | 9 |
| 53 | 20 | 83% | 7 | 7 | 7 |
| 54 | 19 | 79% | 8 | 9 | 9 |
| 55 | 24 | 100% | 2 | 3 | 3 |
| 56 | 22 | 92% | 5 | 5 | 5 |
| 57 | 23 | 96% | 5 | 5 | 5 |
| 58 | 23 | 96% | 5 | 5 | 5 |
| 59 | 20 | 83% | 5 | 5 | 5 |
| 60 | 21 | 88% | 8 | 8 | 9 |
| 61 | 20 | 83% | 7 | 7 | 7 |
| 62 | 19 | 79% | 1 | 1 | 1 |
| 63 | 24 | 100% | 8 | 8 | 8 |
| 64 | 21 | 88% | 3 | 4 | 5 |
| 65 | 24 | 100% | 9 | 9 | 8 |
| 66 | 23 | 96% | 4 | 7 | 7 |
| 67 | 23 | 96% | 9 | 9 | 9 |
| 68 | 20 | 83% | 6 | 7 | 7 |
| 69 | 22 | 92% | 8 | 9 | 9 |
| 70 | 24 | 100% | 9 | 9 | 9 |
| 71 | 22 | 92% | 1 | 5 | 8 |
| 72 | 22 | 92% | 9 | 9 | 9 |
| 73 | 22 | 92% | 3 | 8 | 7 |
| 74 | 21 | 88% | 4 | 4 | 3 |
| 75 | 22 | 92% | 7 | 7 | 7 |
| 76 | 22 | 92% | 8 | 8 | 8 |
| 77 | 22 | 92% | 5 | 6 | 9 |
| 78 | 21 | 88% | 9 | 8 | 8 |
| 79 | 23 | 96% | 8 | 8 | 8 |
| 80 | 23 | 96% | 5 | 1 | 1 |
| 81 | 22 | 92% | 7 | 8 | 7 |
| 82 | 22 | 92% | 5 | 5 | 5 |
| 83 | 20 | 83% | 3 | 4 | 5 |
| 84 | 19 | 79% | 8 | 8 | 8 |
| 85 | 20 | 83% | 5 | 5 | 5 |
| 86 | 22 | 92% | 5 | 5 | 6 |
| 87 | 21 | 88% | 8 | 8 | 8 |
| 88 | 20 | 83% | 8 | 8 | 8 |
| 89 | 23 | 96% | 7 | 7 | 9 |
| 90 | 19 | 79% | 5 | 5 | 5 |
| 91 | 18 | 75% | 5 | 5 | 7 |
| 92 | 22 | 92% | 7 | 7 | 8 |

| Participant # | TEST SCORE | TEST % | PRES EFT / 9 | INFO RATE / 9 | JOB APP RATE / 9 |
|---|---|---|---|---|---|
| 93 | 22 | 92% | 7 | 7 | 5 |
| 94 | 22 | 92% | 6 | 6 | 6 |
| 95 | 22 | 92% | 1 | 2 | 2 |
| 96 | 23 | 96% | 7 | 8 | 8 |
| 97 | 22 | 92% | 9 | 8 | 9 |
| 98 | 21 | 88% | 9 | 9 | 9 |
| 99 | 21 | 88% | 5 | 5 | 5 |
| 100 | 24 | 100% | 7 | 7 | 7 |
| average: | 22 | 90.3% | 6 | 7 | 7 |
| median: | 22 | 92% | 7 | 7 | 7 |
| mode: | 22 | 92% | 8 | 8 | 8 |

| Positive Comments | Negetive Comments |
|---|---|
| helps impact on staff | awful |
| less stressful and time consuming | confusing |
| valuable information | don't believe quiz is needed |
| | every slide should not be vroken into transition/animation |
| | material comes across "dry" |
| | material comes across "dry" |
| | no need for repetetive direction in powerpoint |
| | not enjoyable |
| | not enjoyable |
| | prefer being trained by a person |
| | prefer being trained by a person |
| | prefer being trained by a person |
| | prefer being trained by a person |
| | prefer being trained by a person |
| | prefer more interactive approach |
| | quiz questions need clarification |
| | some errors |
| | some quiz questions not directly addressed in training |
| | some quiz questions not directly connected to training |
| | some quiz questions not directly connected to training |
| | some quiz questions not directly connected to training |

| Negetive Comments | Suggestions |
|---|---|
| some quiz answers eluding | e-link quiz to powerpoint |
| some quiz questions not directly | |
| addressed in training | e-link training to quiz |
| some quiz questions vague | feedback evaluation should be made anonymous |
| | I was able to take my time and reread the information to |
| too easy | better understand |
| | |
| training too long & uninteresting | inform on computer media needs for next training |
| | more interactive material |
| | needs more relevant information on training |
| | provide realistic examples |
| | quiz should be tabbed through the document |
| | streamline training method |
| | Would like hard copy for records |

| Suggestions |
|---|
| dispurse q&a with examples throughout training |

## 2009 STATISTICS

| Participant # | PRES EFT / 9 | INFO RATE / 9 | JOB APP RATE / 9 |
|---|---|---|---|
| 1 | 6 | 5 | 9 |
| 2 | 8 | 8 | 8 |
| 3 | 8 | 7 | 8 |
| 4 | 8 | 7 | 7 |
| 5 | 8 | 9 | 9 |
| 6 | 9 | 9 | 9 |
| 7 | 7 | 8 | 9 |
| 8 | 8 | 8 | 8 |
| 9 | 8 | 8 | 9 |
| 10 | 7 | 8 | 9 |
| 11 | 9 | 9 | 9 |
| 12 | 9 | 8 | 9 |
| 13 | 8 | 8 | 7 |
| 14 | 7 | 8 | 7 |
| 15 | 9 | 9 | 8 |
| 16 | 9 | 9 | 9 |
| 17 | 9 | 9 | 9 |
| 18 | 1 | 1 | 1 |
| 19 | 7 | 7 | 7 |
| 20 | 6 | 7 | 7 |
| 21 | 6 | 8 | 8 |
| 22 | 7 | 8 | 9 |
| 23 | 0 | 0 | 8 |
| 24 | 7 | 7 | 8 |
| 25 | 7 | 6 | 6 |
| 26 | 9 | 9 | 9 |
| 27 | 7 | 8 | 9 |
| 28 | 9 | 9 | 9 |
| 29 | 4 | 6 | 4 |
| 30 | 5 | 5 | 5 |
| 31 | 7 | 8 | 7 |
| 32 | 5 | 5 | 6 |
| 33 | 6 | 8 | 7 |
| 34 | 8 | 8 | 6 |
| 35 | 7 | 7 | 7 |
| 36 | 6 | 9 | 9 |
| 37 | 9 | 9 | 9 |
| 38 | 9 | 8 | 8 |
| 39 | 9 | 9 | 9 |
| 40 | 9 | 9 | 9 |
| 41 | 5 | 5 | 5 |
| 42 | 8 | 8 | 8 |
| 43 | 8 | 8 | 8 |
| 44 | 4 | 7 | 7 |
| 45 | 9 | 9 | 9 |

| Participant # | PRES EFT / 9 | INFO RATE / 9 | JOB APP RATE / 9 |
|---|---|---|---|
| 46 | 7 | 9 | 7 |
| 47 | 9 | 9 | 9 |
| 48 | 6 | 7 | 8 |
| 49 | 8 | 6 | 7 |
| 50 | 8 | 9 | 6 |
| 51 | 9 | 9 | 9 |
| 52 | 6 | 6 | 4 |
| 53 | 7 | 7 | 7 |
| 54 | 8 | 8 | 4 |
| 55 | 8 | 8 | 8 |
| 56 | 7 | 7 | 8 |
| 57 | 8 | 8 | 9 |
| 58 | 8 | 8 | 8 |
| 59 | 8 | 8 | 8 |
| 60 | 9 | 9 | 9 |
| 61 | 8 | 8 | 8 |
| 62 | 7 | 7 | 9 |
| 63 | 7 | 8 | 9 |
| 64 | 9 | 9 | 9 |
| 65 | 8 | 9 | 9 |
| 66 | 9 | 9 | 9 |
| 67 | 7 | 7 | 8 |
| 68 | 8 | 8 | 8 |
| 69 | 8 | 5 | 6 |
| 70 | 7 | 8 | 8 |
| 71 | 9 | 8 | 9 |
| 72 | 7 | 6 | 6 |
| 73 | 5 | 4 | 5 |
| 74 | 8 | 7 | 8 |
| 75 | 7 | 7 | 7 |
| 76 | 8 | 8 | 9 |
| 77 | 9 | 9 | 9 |
| 78 | 8 | 8 | 9 |
| 79 | 8 | 8 | 9 |
| 80 | 9 | 9 | 9 |
| 81 | 7 | 7 | 8 |
| 82 | 9 | 9 | 9 |
| 83 | 9 | 8 | 9 |
| 84 | 9 | 9 | 9 |
| 85 | 8 | 7 | 8 |
| 86 | 9 | 9 | 9 |
| 87 | 8 | 9 | 9 |
| 88 | 8 | 8 | 9 |
| 89 | 8 | 8 | 9 |
| 90 | 8 | 9 | 9 |
| 91 | 7 | 7 | 7 |

| Participant # | PRES EFT / 9 | INFO RATE / 9 | JOB APP RATE / 9 |
|---|---|---|---|
| 92 | 4 | 6 | 5 |
| 93 | 9 | 9 | 9 |
| 94 | 9 | 7 | 9 |
| 95 | 7 | 6 | 6 |
| 96 | 9 | 9 | 9 |
| 97 | 7 | 9 | 9 |
| 98 | 9 | 9 | 9 |
| 99 | 9 | 9 | 9 |
| 100 | 7 | 6 | 7 |
| Participant | PRES EFT / 9 | INFO RATE / 9 | JOB APP RATE / 9 |
| average: | 7.5 | 7.7 | 7.9 |
| median: | 8 | 8 | 8 |
| mode: | 8 | 8 | 9 |

## Comments

Appreciate effort to make the subject of training meaningful

Fine in current format

Good as is

Good film

Good just the way it was

Good time length

Good training

good use of films as application to training

Got tired sitting for a long time

Powerpoint segment was low energy

Workshop well thought out and planned

c

Suggestions to improve workshop

Could use handouts for powerpoint
Cut down on group activities
Have a more dynamic introduction
Have a soda fountain
Jurisdictions and regulations covering discrimination should be mentioned only
Make it more intersting
more application and examples  within the workplace needed
Needs a different way to give out information
Needs another movie
Needs coffee
Needs more free time
Needs more free time
Needs more information on preparedness
Needs more interactive, energizing activities
needs more refreshments during training
Needs popcorn
Needs refreshments
Needs refreshments
Needs soda and cookies
Presenter needs better media materials
Presenter needs better media materials
Presenter needs better media materials
Presenter needs better media materials
Presenter needs to be more upbeat
Publications and compliance methods need to be specified for application
Put it online, and only watch the movie
Spice it up when it gets dry
Take head to labeling and generalizing phrases or words,  especially for this particular training!
Train more often
Trainers should not just read training material given
Training room too cold
Use more films that show violations of civil rights

# APPENDIX E:

## CSUMB Consent Narrative

### Title of Project: Civil Rights and Equal Opportunity Training at MCDSES
*Consent to participate in survey*

**We would like you to participate in a confidential survey conducted by Collaborative Health and Human Services undergraduates to be used for a class project for Capstone 400B and Field Practicum 496B at California State University, Monterey Bay. The purpose of this survey is to practice assessment methods and investigate a human and social service issue.**

By completing the brief questionnaire and quiz provided to you for mandated training and by participating in discussion during the application section of training, you are consenting to participate in this survey technique.

You were selected as a participant in this study, due to your role as a trainee in this training. If you decide to participate in this capstone research, Your confidential responses will be provided as evidence toward the efficiency of the project. There will be no additional time burden, however, your responses will be recorded via digital video and via your text responses. Again, your responses will remain anonymous, and should they be chosen to report, will be reported in text format The benefits of participating in this project include receiving information and the final capstone report regarding MCDSES and Civil Rights, along with a sense of satisfaction in helping us complete our studies.

Taking part in this project is entirely up to you.  You can choose whether or not to be in the study.  If you volunteer to be in this study, you may withdraw at any time without consequences of any kind.  You may also refuse to answer any questions you do not want to answer and still remain in the study. If your participation involves or provokes any discomfort, please seek assistance from the student host, HR Staff at MCDSES, or other qualified professionals.

Your responses to this survey are completely confidential. Information obtained in the course of this study will be presented via a poster exhibited to selected members of the Collaborative Health and Human Services department and possibly others from the campus community. Your participation will be completely anonymous.

If you want to know more about this research project or have questions or concerns, please call Adrienne Saxton at 831-582-3565 or email her at adrienne_saxton@csumb.edu, or Germaine Caldwell at 562-230-9535 or GCaldwell@CSUMB.edu.

You may withdraw your consent at any time and discontinue participation without penalty.  You are not waiving any legal claims, rights or remedies because of your participation in this survey.

You will get a copy of this consent form, should you request it.  Thank you for considering participation.

Sincerely,
Germaine Caldwell
Student Intern for California State University, Monterey Bay
Human Resources Branch, Monterey County Department of Social and Employment Services

# APPENDIX F:
California State University, Monterey Bay
Vision Statement

California State University, Monterey Bay (CSUMB) is envisioned as a comprehensive state university which values service through high quality education. The campus will be distinctive in serving the diverse people of California, especially the working class and historically undereducated and low-income populations. It will feature an enriched living and learning environment and year-round operation. The identity of the university will be framed by substantive commitment to multilingual, multicultural, gender-equitable learning. The university will be a collaborative, intellectual community distinguished by partnerships with existing institutions both public and private, cooperative agreements which enable students, faculty, and staff to cross institutional boundaries for innovative instruction, broadly defined scholarly and creative activity, and coordinated community service.

The university will invest in preparation for the future through integrated and experimental use of technologies as resources to people, catalysts for learning, and providers of increased access and enriched quality learning. The curriculum of CSUMB will be student and society centered and of sufficient breadth and depth to meet statewide and regional needs, specifically those involving both inner-city and isolated rural populations, and needs relevant to communities in the immediate Tri-County region (Monterey, Santa Cruz, and San Benito). The programs of instruction will strive for distinction, building on regional assets in developing specialty clusters in such areas as: the sciences (marine, atmospheric, and environmental); visual and performing arts and related humanities; languages, cultures, and international studies; education; business; studies of human behavior, information, and communication, within broad curricular areas; and professional study.

The university will develop a culture of innovation in its overall conceptual design and organization, and will utilize new and varied pedagogical and instructional approaches including distance learning. Institutional programs will value and cultivate creative and productive talents of students, faculty, and staff, and seek ways to contribute to the economy of the state, the wellbeing of our communities, and the quality of life and development of its students, faculty, and service areas.

The education programs at CSUMB will:

- Integrate the sciences, the arts and humanities, liberal studies, and professional training;
- Integrate modern learning technology and pedagogy to create liberal education adequate for the contemporary world;
- Integrate work and learning, service and reflection;
- Recognize the importance of global interdependence;
- Invest in languages and cross-cultural competence;
- Emphasize those topics most central to the local area's economy and ecology, and California's long-term needs;
- Offer a multicultural, gender-equitable, intergenerational, and accessible residential learning environment.

The university will provide a new model of organizing, managing, and financing higher education:

- The university will be integrated with other institutions, essentially collaborative in its orientation, and active in seeking partnerships across institutional boundaries. It will develop and implement various arrangements for sharing courses, curriculum, faculty, students, and facilities with other institutions.

- The organizational structure of the university will reflect a belief in the importance of each administrative staff and faculty member, working to integrate the university community across "staff" and "faculty" lines.
- The financial aid system will emphasize a fundamental commitment to equity and access.
- The budget and financial systems, including student fees, will provide for efficient and effective operation of the university.
- University governance will be exercised with a substantial amount of autonomy and independence within a very broad CSU systemwide policy context.
- Accountability will emphasize careful evaluation and assessment of results and outcomes.

Our vision of the goals of California State University, Monterey Bay includes: a model pluralistic academic community where all learn and teach one another in an atmosphere of mutual respect and pursuit of excellence; a faculty and staff motivated to excel in their respective fields as well as to contribute to the broadly defined university environment. Our graduates will have an understanding of interdependence and global competence, distinctive technical and educational skills, the experience and abilities to contribute to California's high quality work force, the critical thinking abilities to be productive citizens, and the social responsibility and skills to be community builders. CSUMB will dynamically link the past, present, and future by responding to historical and changing conditions, experimenting with strategies which increase access, improve quality, and lower costs through education in a distinctive CSU environment. University students and personnel will attempt analytically and creatively to meet critical state and regional needs, and to provide California with responsible and creative leadership for the global 21st century.