



WASHINGTON STATE UNIVERSITY
EXTENSION

WSU Civil Rights Plan

Updated March 2024

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Civil Rights Program Components

A. Preamble

WSU Extension has a Civil Rights Plan and manages a Civil Rights program for a number of reasons, including Federal and State law, Federal (including USDA) policy, WSU policy, and the institutional commitment to make all WSU Extension programming available to all without restrictions or barriers. This Civil Rights program is designed to assure that this institutional commitment is translated effectively into action at all levels within the Extension organization, that we continually assess our performance on this commitment, and that we adapt our program and project approaches if this self-monitoring reveals unrecognized disparities in our program delivery.

B. Policy and Goals

WSU Extension, as the primary outreach and engagement arm of the University, extends its services to residents across the State under a tiered policy regime. Guidance which informs WSU Extension policy includes:

Federal Law (Not an inclusive list)

Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d et. seq.) prohibits discrimination in any federally assisted programs. <https://www.justice.gov/crt/fcs/TitleVI>

Title VII of the Civil Rights Act of 1964 (Pub. L. 88-352) and as amended by The Civil Rights Act of 1991 (Pub. L. 102-166) relates to equal employment opportunity.

www.justice.gov/sites/default/files/crt/legacy/2010/12/15/Title_VII_Statute.pdf

Title IX, Education Amendments of 1972 (Title 20 U.S.C. Sections 1681-1688) prohibits sexual discrimination in educational institutions. <https://www.justice.gov/crt/title-ix-education-amendments-1972>

The Americans with Disabilities Act of 1990 (Titles I and V; Pub. L. 101-336) prohibits discrimination in employment practices. <https://www.eeoc.gov/statutes/titles-i-and-v-americans-disabilities-act-1990-ada>

USDA Policy

www.usda.gov/sites/default/files/documents/civil-rights-policy-statement_signed-2021.pdf

Washington State Law and Policy

<https://www.hum.wa.gov/>

University Policy

Executive Policy 12: Equal Opportunity and Affirmative Action

<https://policies.wsu.edu/prf/index/manuals/executive-policy-manual/ep12/>

Executive Policy 15 – Policy Prohibiting Discrimination and Harassment

<https://policies.wsu.edu/prf/index/manuals/executive-policy-manual/ep15/>

WSU Extension Civil Rights policy

It is the nondiscrimination policy of WSU Extension that no person shall be discriminated against on the grounds of race, sex and/or gender, sexual orientation, gender identity or expression, religion, age, color, creed, national or ethnic origin; physical, mental, or sensory disability including the use of a trained service animal; marital status, status as a protected veteran, an honorably discharged veteran, or member of the military: Immigration or citizenship status, except as authorized by federal or state law, regulation, or government contract, in employment or in any program or activity. This policy will be communicated to the public through all appropriate WSU Extension public information channels, in mediums that reach persons hearing–or sight–impaired, when necessary to ensure total understanding.

WSU Extension will take specific action to reach out in positive ways to persons who are underrepresented in Extension programs and activities, and to increase diversity in employment. This policy will be demonstrated to persons through all reasonable efforts.

It is also the policy of WSU Extension not to participate in any public meeting, nor to provide services, nor to use the facilities of organizations in which persons are excluded because of their race, color, religion, sex, national origin, age, or handicap. WSU Extension professionals will use positive examples of employment and program participation by minority, women, and other clientele groups in pictures and other visual and sound public information materials.

How We Ensure Non-discrimination

- We provide access to programs and employment opportunities to all persons, regardless of human differences.
- Diversity enhances knowledge. In order that we stimulate creative thinking, multiple perspectives, and unique solutions, it is our expressed goal to recruit diverse audiences to our educational programs and events, as well as to our workplace.
- We are morally, intellectually, and legally compelled to provide access to all persons. Our policies and practices are designed to achieve our goal of unrestricted access.
- We strive to make our policies and practices known to all, in order that people do not misunderstand our purposes. When people view us as discriminatory, or even as monocultural or single-purposed, they also may perceive that Extension programs are not intended for them, not useful for them, or not open to them.
- We make every reasonable effort to provide free access to our programs to all persons. People with communication or mobility disabilities are entitled to access our programs, as are people with limited financial resources, and language barriers.
- Ensuring unrestricted access does not occur by accident. Deliberate efforts to design and deliver programs useful and desirable for underserved and minority audiences are necessary and will be documented. Analysis of the efficacy of those efforts is to be used to improve the effectiveness of subsequent actions to extend the benefits from our programs to diverse audiences.
- We review compliance with our policies through a variety of administrative reviews and audits of our public notification procedures, records, and successes and challenges in meeting our diversity goals.

C. Compliance and Civil Rights Plans

All WSU Extension employees are responsible for conducting business in accordance with WSU Extension’s Civil Rights Policies and Procedures, as described in this document. The intent of these policies and procedures is to make our educational programs universally accessible, and to provide documentation of what we have done to make those programs accessible. It is the responsibility of each

supervisor to monitor and evaluate the effectiveness of policies and procedures implemented by their supervisees, including volunteers.

Plans in County and Tribal Offices

Each WSU Extension county tribal director has responsibility to lead his, her, or their USDA county faculty and staff in developing a county civil rights plan. More details as to this process are described in the Planning, Training, and Record Keeping section of this document. All WSU Extension personnel must comply with all state and federal civil rights policies, procedures, and legislation when carrying out administrative and program responsibilities. All WSU Extension faculty and staff are responsible for advancing the goals of WSU Extension's Civil Rights Policies and Procedures, and providing unhindered access to education and employment opportunities delivered by the organization. County faculty, program assistants, and other staff are required to maintain civil rights records.

Plans for Statewide Educational Programs

Each statewide WSU Extension educational program, to include but not limited to 4-H, Master Gardener, EFNEP and SNAP-Ed, will develop a plan to assure that the program meets the goals and plan requirements outlined above, with components on implementation, record-keeping, analysis and adaption specific to each program.

Plans for Research and Extension Centers (REC) and non-County Office Faculty/Staff and Programs

Any other WSU Extension office, program or unit which offers educational programming to the general public must also develop a plan to assure that the program meets the goals and plan requirements outlined above, with components on implementation, record-keeping, analysis and adaption specific to each such office, unit or program.

Appendix A includes resources useful in developing local Civil Rights Plans, and Appendix E includes sample plans.

D. Training

Leadership, staff, faculty, and volunteers should be trained on civil rights matters including, but not limited to, sex discrimination and sexual harassment (Title IX); accessibility, nondiscrimination and reasonable accommodations (Section 504 and Title II), nondiscrimination on the basis of race, color and ethnicity (Title VI); limited English proficiency (Executive Order 13166); how and where to access civil rights documents and resources; employment discrimination complaint processes and program complaint processes; and how to gather, maintain and store race, ethnicity, and gender (REG) data.

Available resources include:

- WSU Compliance and Civil Rights have Education and Training resources which cover Title IX, Section 504 and Title II, as well as Title VI: [Education and Training | Compliance and Civil Rights | Washington State University \(wsu.edu\)](#)
- USDA/NIFA provides specific civil rights trainings on some of the focus areas which can be found here [NIFA CR Trainings](#). For the password, please contact kenitra.keeney@wsu.edu.

E. Reporting

Each county and tribal location should have a Civil Rights Plan informed by data, stakeholder policy, procedures, training, and internal audits which support robust outreach and public notification, along with language access for limited English proficiency individuals. Each location should develop the

standardized process outlined in this policy for maintaining records and data. Given the transition of USDA NIFA to reporting at the program level (four programs) and recognition that many educational programs are regional or statewide focused, WSU Extension is in the process of transitioning from county/tribal focused reporting to regional and statewide educational programs reporting.

1. Served Population and Race, Ethnicity, and Gender (REG)

At the core of each civil rights (CR) plan is understanding the potential service population and comparing that to who is actually served. The available population is identified by Census data, and the actual served population is monitored through race, ethnicity, and gender (REG) data collected through self-identification by participants, and not observation.

The plan should provide a mechanism for reporting which will document the composition of the population (at a minimum capture race, ethnicity, and gender data) of a set area or location (such as county or reservation) and discuss how WSU Extension programs will reach each group. At least once a year, faculty and staff should meet to discuss what progress is being made towards reaching protected classes in proportion to their presence in their county or reservation, and what additional creative ways may be used to increase the effort. Contact data provides the basis for this discussion. People who work in WSU Extension should know the location of protected classes in their location and make all reasonable efforts to meet their needs.

REG data is collected through a survey that allows individuals participating in educational programs to self-identify their race, ethnicity, and gender. This process can be conducted through a paper and pen survey with individual surveys collected. A Qualtrics survey can also be sent to participants. These surveys are voluntary and provide each of our participants, volunteers, faculty, and staff the opportunity to report their identity. WSU Extension has created a process for reporting data and having the data inform a dashboard which will allow users to conduct a parity analysis by location and program. Races have specific categories, and ethnicity is a separate question, please see below.

Race Categories:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races
- Other/Unidentified

Ethnicity Categories:

- Hispanic or Latino
- Not Hispanic or Latino

Gender Categories:

- Male
- Female
- Other/Not Identified

2. Advisory Boards and Committees

Another point for assessing whether service population characteristics are representative of broader

demographic data is focused on the individuals who influence how resources are allocated, programs are created, and the delivery of services. This includes advisory boards, volunteers, faculty, staff, and community partners. It is not reasonable to collect REG data on all our affiliates, however at a minimum each plan should document how volunteer and advisory board REG data needs be collected. Boards and Committees should be representative of the total available service population covered by that advisory board. If representation is not reached an analysis of the advisory board and volunteer criteria should be examined to identify barriers which can be addressed to increase representative participation.

Refer to Appendix B for more details on Advisory Boards and Committees. Additional details on Advisory Boards and Committees are included in Section 3 of this Compliance Review.

F. Outreach and Notification

Outreach

From a civil rights perspective, outreach activities are essential to ensuring that everyone in an eligible educational program service population has an equal opportunity to benefit from federally funded programs. For this to happen, general outreach efforts need to be effective in reaching everyone, and targeted outreach efforts need to be made to underrepresented groups or historically underserved populations.

Refer to Appendix C for more details on Outreach

Public Notification

WSU Extension is a part of WSU, and outreach efforts should be made to connect the two. First, the non-discrimination statement set forth below should be located on advertisements, publications, websites, and all customer facing notifications.

The full nondiscrimination statement on the “And Justice for All” posters is:

In accordance with Federal law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, disability, and reprisal or retaliation for prior civil rights activity. (Not all prohibited bases apply to all programs.)

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, and American Sign Language) should contact the responsible State or local Agency that administers the program or USDA’s TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online at <https://www.ocio.usda.gov/document/ad-3027>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by: (1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or (2) Fax: (833) 256-1665 or (202) 690-7442; or (3) Email: program.intake@usda.gov. This institution is an equal opportunity provider.

However, if the size of the printed or other display material is too small to accommodate that full statement, at a minimum the phrase “WSU is an equal opportunity provider” must be on the notification. The full nondiscrimination statement must be included on all print and non-print materials (including but not limited to, audio, video, website, brochures, newsletters, etc. This statement needs to accompany contracts with external partners and sub-recipients.

ADA Accommodation and language access statements should be included and provide the following information:

If you need a reasonable accommodation or language access to participate in this event, please contact _____, (Title) Specialist, at (e-mail) or (Phone Number) no later than (Date). Language access services, such as interpretation or translation of vital information, will be provided free of charge to limited English proficient individuals upon request.

G. Accessibility for Individuals with Disabilities

The ADA and Rehabilitation Acts protect qualified individuals with disabilities. An individual with a disability is defined as a person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having an impairment. An individual cannot be denied services solely because an individual has a disability. Services and benefits should be provided in the most integrated setting possible, and efforts should be made to ensure that alternative methods of providing program access do not result in unnecessary segregation.

Separate or special programs for individuals with disabilities may be offered when they are specifically designed to meet the needs of individuals with disabilities. Even when separate programs are offered, individuals with disabilities cannot be excluded from the regular program or required to accept special services.

Accommodations do not need to be granted if such modifications of policies, practices, and procedures would fundamentally alter the nature of the program, service, or activity, or result in undue financial and administrative burden to the entity. However, recipients of federal financial assistance must provide auxiliary aids to individuals with disabilities, at no additional cost, where necessary to ensure effective communication with individuals with hearing, vision, or speech impairments. (Auxiliary aids include such services or devices as: qualified interpreters, assistive listening headsets, television captioning and decoder, telecommunications devices for the deaf [TDDs], videotext displays, readers, taped text, braille material, and large print materials)

The Civil Rights Plan may go beyond the minimum requirements outlined here. Efforts to reach underserved audiences not included in the "protected classes" should be included in the plan. For example, a low-income audience, while not listed in REG data, may not be reached without increased efforts or creative programming. Once you have addressed the "minimum effort" required to reach "protected classes," you are encouraged to include programming efforts to meet the broader diversity goals. The Civil Rights Checklist provides an outline for items which should be in this document.

H. Internal Review

Washington State University (WSU) Extension conducts its own internal reviews to confirm educational programs are following equal opportunity policies; and to assure that every customer and colleague is treated with fairness, equality, and respect; and that WSU Extension is inclusive and diverse. All WSU Extension employees are accountable for achieving the requirements of civil rights rules and regulations and are therefore required to participate in the internal review.

There are currently two types of internal review.

The first requires County/Tribal Directors or Unit Program Directors to annually complete the checklist ([County Civil Rights Checklist and Filing Guide.pdf](#)). Every year a program should review their civil materials, ensure they are up to date, and address any discrepancies

The second type of internal review is conducted by the WSU Extension County Civil Rights Coordinator. There are five County/Tribal groups, these groups have been created based on geography. Every year the WSU Extension County Coordinator will conduct a review of a county/tribal group (preferably in person) and provide feedback.

Group 1: Adams, Colville Reservation, Ferry, Grant, Lincoln, Okanogan, Pend Oreille, Spokane, Stevens

Group 2: Asotin, Benton, Columbia, Franklin, Garfield, Walla Walla, and Whitman

Group 3: Clark, Cowlitz, Klickitat, Lewis, Pacific, Skamania, Wahkiakum, and Yakima

Group 4: Clallam, Grays Harbor, Jefferson, Kitsap, Mason, Pierce, and Thurston

Group 5: Chelan, Douglas, Island, King, Kittitas, San Juan, Skagit, Snohomish, and Whatcom

A third type of internal review will be developed and implemented in future years that focuses on educational program areas and is aligned with USDA NIFA reporting by program areas.

I. Language Access Plan

WSU Extension has a separate Language Access plan (separately presented in Folder 9.1) which provides brief and concise local policy, procedures, and training requirements for addressing language access needs for limited English proficiency individuals. Public Notification in languages other than English should be considered.

Resources

The WSU Extension County Relations Coordinator is the primary state-wide point of contact for civil rights support to WSU Extension programs and County & Tribal Directors and programs. Contact information is provided:

Extension County Civil Rights Coordinator
WSU Extension
413 Hulbert Hall
P.O. Box 646248
Pullman, WA 99164-6248
509.335.2521
Kenitra.Keeney@wsu.edu

[Refer to Appendix D for additional resources provided to county and tribal directors.](#)

Appendix A - Local (County or Program) Civil Rights Plan Components

Each county and tribal location should have a Civil Rights Plan informed by data, stakeholder policy, procedures, training, and internal audits which support robust outreach and public notification, along with language access for limited English proficiency individuals. Each location should develop the standardized process outlined in this policy for maintaining records and data. First, this document guides you through progressively reviewing your local plan in accordance with state-wide WSU Extension leadership. Second, this document provides a space to have your team discuss goals and opportunities for incorporating civil rights.

Race, Ethnicity, and Gender (REG) Data

At the core of each civil rights (CR) plan is understanding who is available to serve and who is actually served. The available population is identified by Census data, and the actual served population is monitored through the collection of race, ethnicity, and gender (REG) data collected through self-identification and not observation. The Census and REG data are compared to each other through parity analysis. If parity is not achieved, we are not serving at 80% of an underserved population in comparison, this needs to be stated in the CR plan that the location is aware of the opportunity to serve a more diverse population and put in place corrective action items, a barrier analysis should be conducted and placed in the CR plan

The plan should document the composition of the population (at a minimum capture race, ethnicity, and gender data) of a set location (such as county or reservation) and discuss how WSU Extension programs will reach each group. At least once a year, faculty and staff should meet to discuss what progress is being made towards reaching protected classes in proportion to their presence in their county or reservation, and what additional creative ways may be used to increase the effort. Contact data provides the basis for this discussion. People who work in WSU Extension should know the location of protected classes in their location and make all reasonable efforts to meet their needs.

The Civil Rights Plan may go beyond the minimum requirements outlined here. Efforts to reach underserved audiences not included in the "protected classes" should be included in the plan. For example, a low-income audience, while not listed in REG data, may not be reached without increased efforts or creative programming. Once you have addressed the "minimum effort" required to reach "protected classes," you are encouraged to include programming efforts to meet the broader diversity goals. The Civil Rights Checklist provides an outline for items which should be in this document.

REG data is collected through a survey that allows individuals to self-identify their race, ethnicity, and gender. This process can be conducted through a paper and pen survey with individual surveys collected. A Qualtrics survey can also be sent to participants. These surveys are voluntary and provide each of our participants, volunteers, faculty, and staff the opportunity to report their identity. WSU Extension has created a process for reporting data and having the data inform a dashboard which will conduct a parity analysis by location and program. Races have specific categories, and ethnicity is a separate question, please see below.

Race Categories:

American Indian or Alaska Native. A person having origins in any of the native peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American. A person having origins in any of the black racial groups of Africa.

White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Two or more races. Individuals should be given the opportunity to select more than one category. The OMB recommended language for directions is "Mark one or more" and "Select one or more." Those individuals should be tabulated and reported out to NIFA in this category.

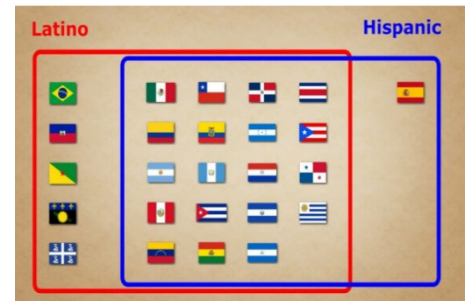
Other/Unidentified. Individuals who choose not to identify, or who identify as a race other than the federally designated categories, should be tabulated into this category.

Ethnicity Categories:

Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

Not Hispanic or Latino.

Unidentified.



Gender Categories:

Male.

Female.

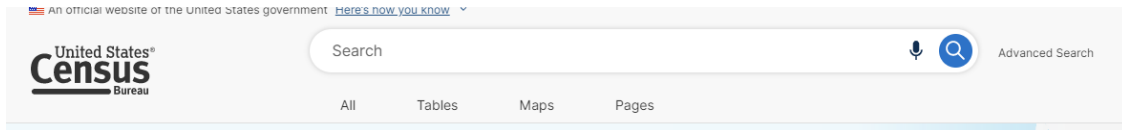
Other/Unidentified.

Census Data

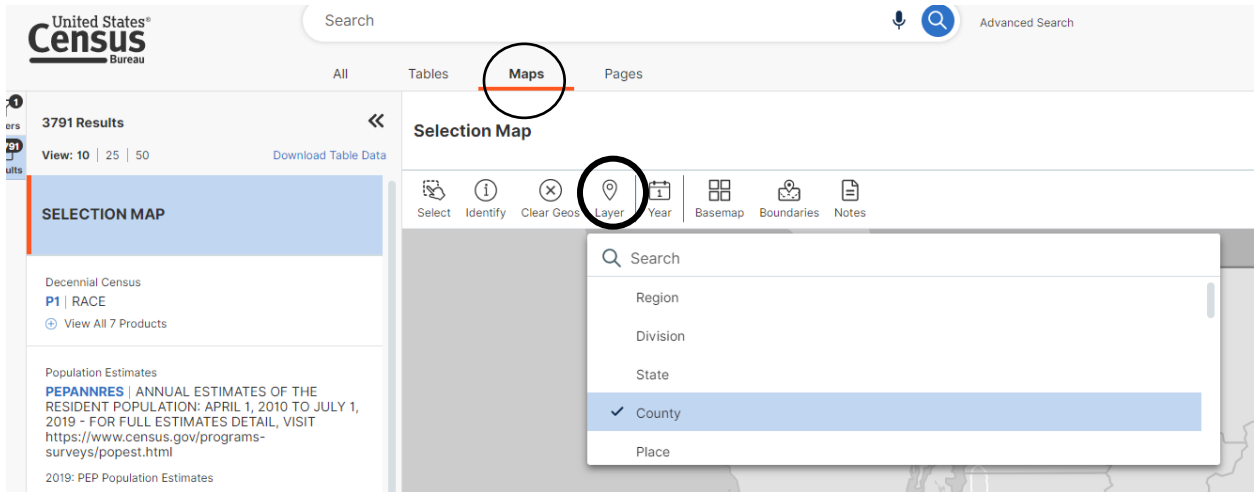
Explore Census data, there are several applications which use Census data to help each location explore the unique attributes of each location, sometimes census tracts, county, tribal/reservations, or school districts. A few examples of Census data exploration have been provided. Not all programs or locations have the bandwidth to learn these systems. Please contact Kenitra.Keeney@wsu.edu for tips, training, and best practices.

Total Available Population in County/Tribal Location. WSU Extension has a multitude of programs, services, and potential service populations. A Civil Rights Plan will describe the make-up of your locations or multi-county population (e.g., Chelan-Douglas; Lincoln-Adams), and evaluate the trends using census data or other sources of information as appropriate. The following websites provide relevant U.S. Census data, including the protected populations:

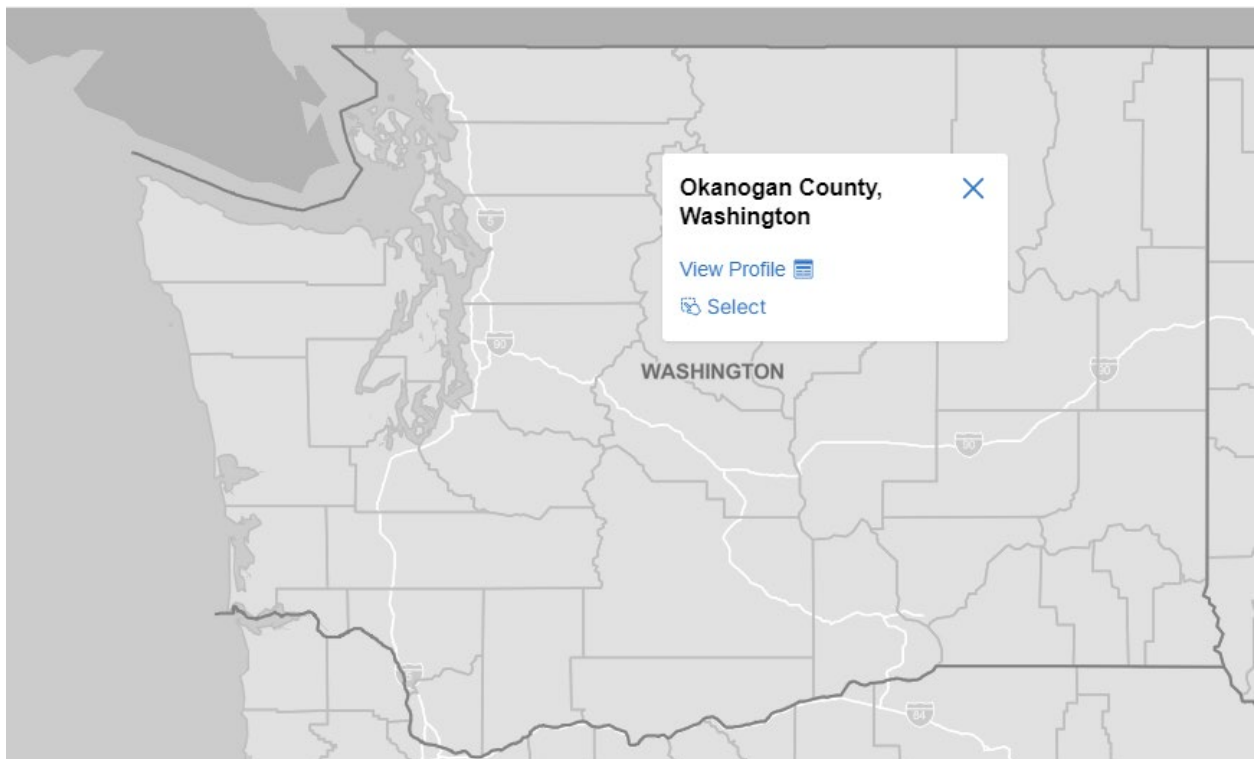
[Washington - Census Bureau Profile](#)



1. Click map at the tops of the page.
2. Click on maps again and select layer and county



3. Click on the county and view profile.



4. Click on Race and Ethnicity

County

Okanogan County, Washington

Okanogan County, Washington has 5,266.2 square miles of land area and is the 1st largest county in Washington by total area. Okanogan County, Washington is bordered by Lincoln County, Washington, Whatcom County, Washington, Douglas County, Washington, Chelan County, Washington, Grant Co...[Read More](#)

// United States / Washington / Okanogan County, Washington

Populations and People Total Population 42,104 <small>P1 2020 Decennial Census</small>	Income and Poverty Median Household Income \$48,528 <small>S1901 2020 American Community Survey 5-Year Estimates</small>	Education Bachelor's Degree or Higher 20.2% <small>S1501 2020 American Community Survey 5-Year Estimates</small>
Employment Employment Rate 51.2% <small>DP03 2020 American Community Survey 5-Year Estimates</small>	Housing Total Housing Units 21,720 <small>H1 2020 Decennial Census</small>	Health Without Health Care Coverage 11.3% <small>S2701 2020 American Community Survey 5-Year Estimates</small>
Business and Economy Total Employer Establishments 1,128 <small>CB2000CBP 2020 Economic Surveys Business Patterns</small>	Families and Living Arrangements Total Households 17,884 <small>DP02 2020 American Community Survey 5-Year Estimates</small>	Race and Ethnicity Hispanic or Latino (of any race) 8,197 <small>P2 2020 Decennial Census</small>

Another example: Click on [Home | WA.gov](#):

1. type demographics in the search

Information For v Contact v How-to Guides

Education Work Health & Safety Recreation Travel Your Government

2. Next click on

[Washington data & research](#)

... crime and criminal justice human services population and **demographics** economy and labor force education research and ... and criminal justice ... human services ... population and **demographics** ... economy and labor force ... education research ...

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3. There are several choices. I recommend:

Population & demographics

- ▶ 2020 Census
- ▶ American Community Survey
- ▶ Annexations
- ▶ Decennial census data
- ▶ Forecasts & projections
- ▶ GIS data
- ▶ Population estimates

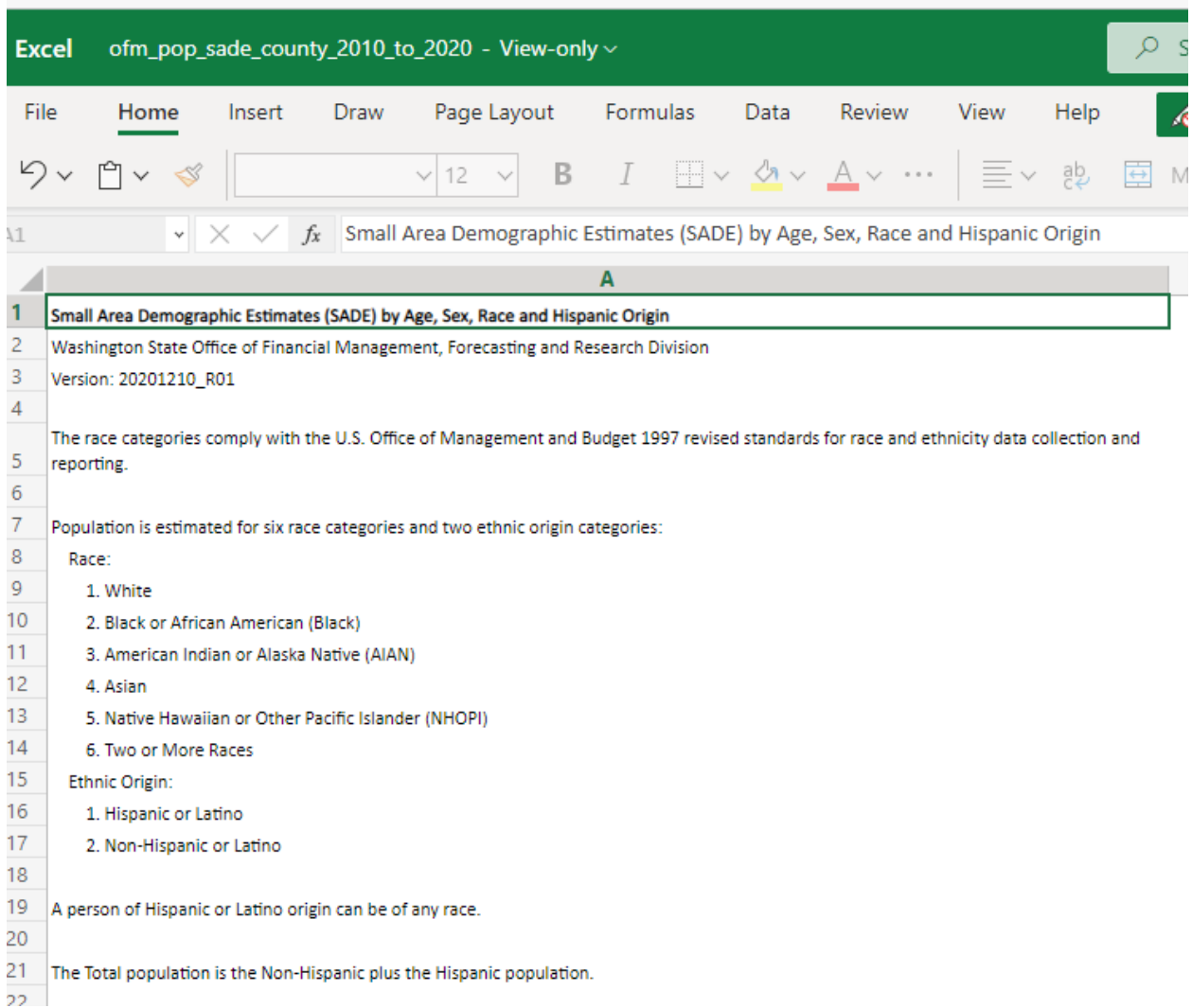
4. Next select

Age, sex, race and Hispanic origin

OFM 2011 through 2020 estimates are based on 2010 census data. Results from the 2020 Census are not Demographic Estimates from 2011 forward will be revised after detailed 2020 Census data are released.

- Intercensal and postcensal estimates
 - Small Area Demographic Estimates
 - [User notes and errata](#)
 - [Frequently asked questions \(FAQ\)](#)
 - Data tables:
 - State: [2000-2010](#) | [2010-2020](#)
 - County: [2000-2010](#) | [2010-2020](#)
 - County (special age groups): [2000-2010](#) | [2010-2020](#)
 - Census tract: [2000-2010](#) | [2010-2014](#) | [2015-2020](#)
 - Congressional district: [2000-2010](#) | [2010-2020](#)
 - Legislative district: [2000-2010](#) | [2010-2020](#)
 - School district: [2000-2010](#) | [2010-2020](#)
 - Normalized CSV file (includes all of the above geographies): [2000-2010](#) | [2010-2020](#)

5. You should be directed to [ofm_pop_sade_county_2010_to_2020.xlsx \(live.com\)](#)

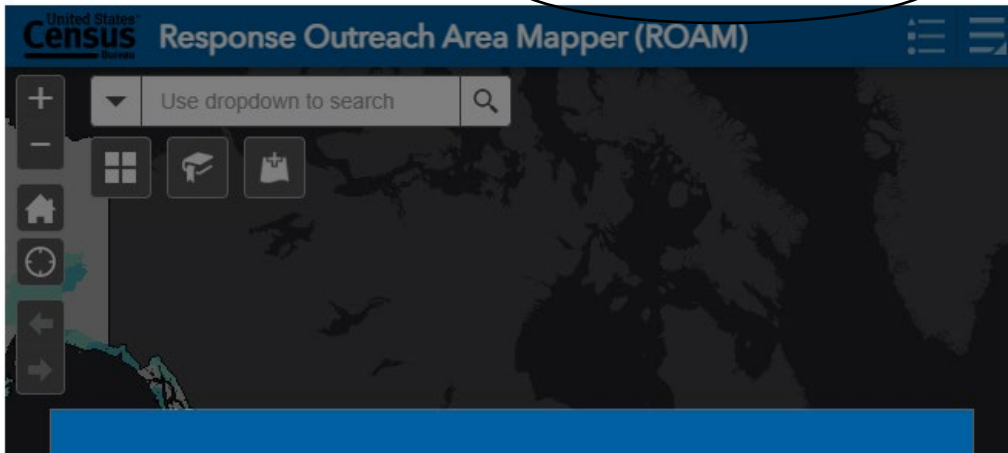


One more example is [Response Outreach Area Mapper \(ROAM\) \(census.gov\)](https://census.gov/roam/), the most optimal application, but very complex to learn.

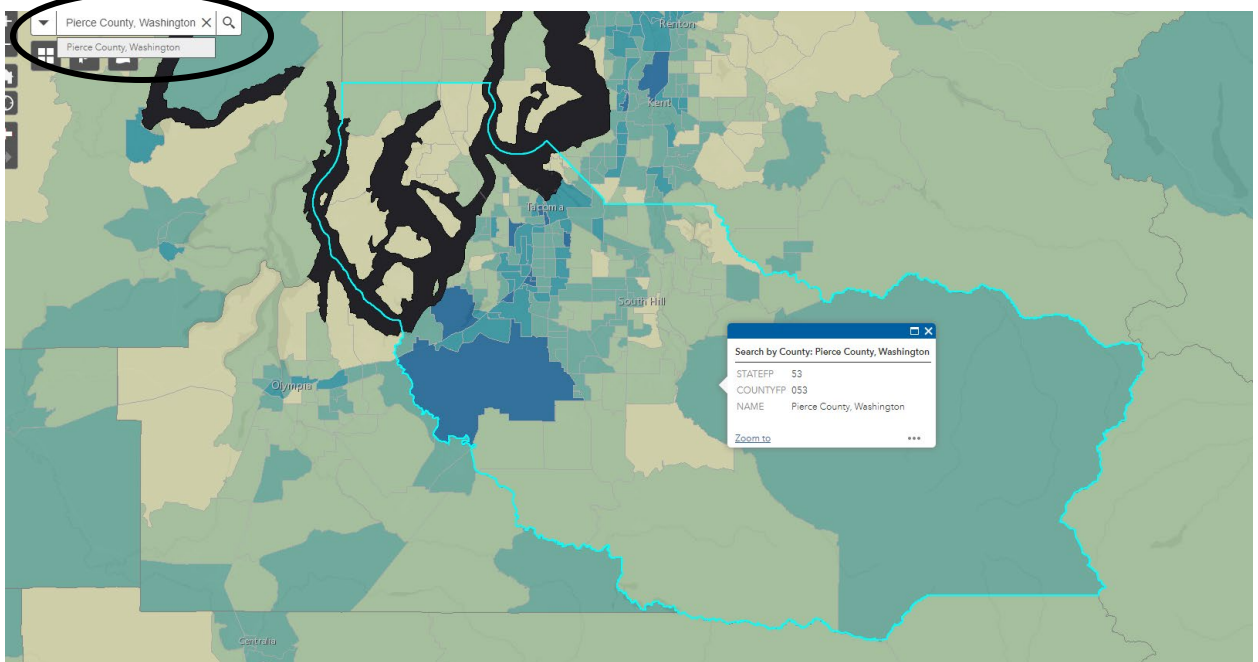
1. Go to the resource page open application in another window using the link

ROAM Application

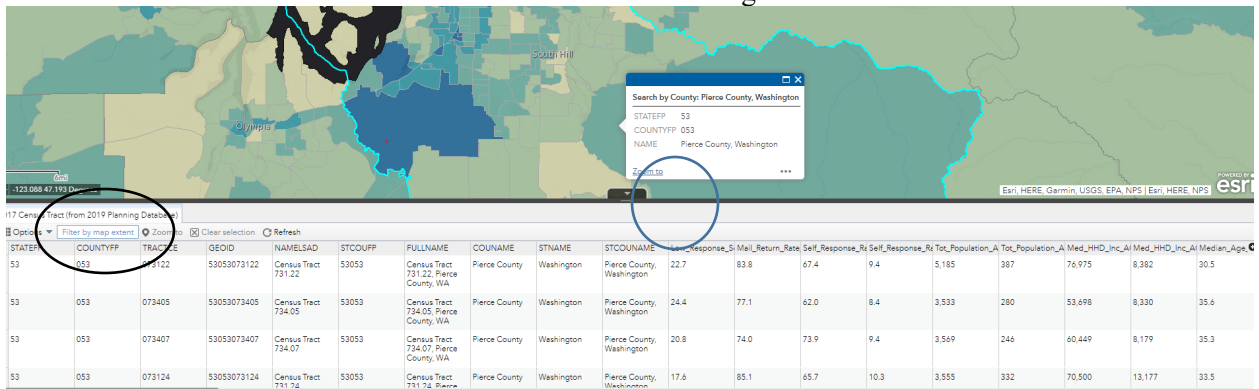
Interact with the live application below, or [open it in a separate window](#).



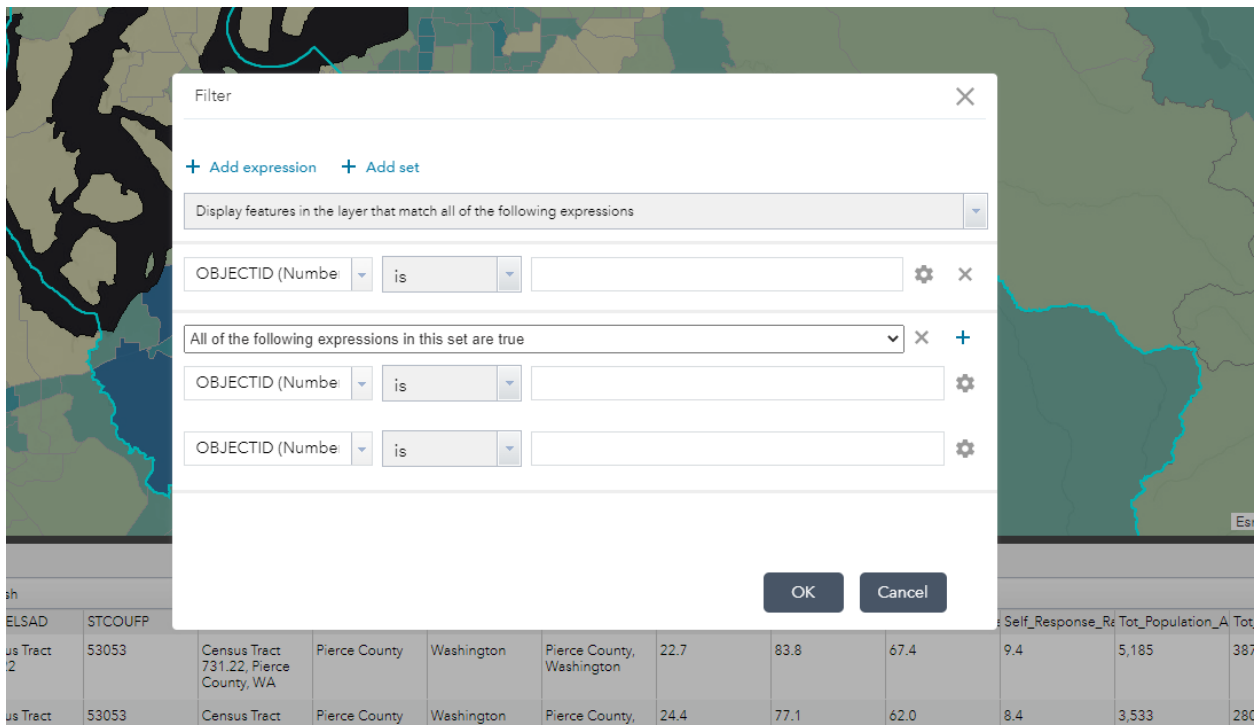
2. Go to scroll down box, search by county and type in county name (e.g. Pierce County, Washington).



- Go to the black tab at the bottom of the screen and click. Next go to filter located on the left and click



- Hit add expression or add set and this will allow you to collect the desired data sets. Use the data dictionary on the resource page ([Response Outreach Area Mapper \(ROAM\) \(census.gov\)](https://www.census.gov/roam/)) it will help you to decide which data variables you need for REG and other aspirational data collection.



- <http://www.census.gov/>
- [U.S. Census Bureau QuickFacts: United States](https://www.census.gov/quickfacts/)
- [USDA - National Agricultural Statistics Service - Statistics by State](https://www.nass.usda.gov/statistics/)

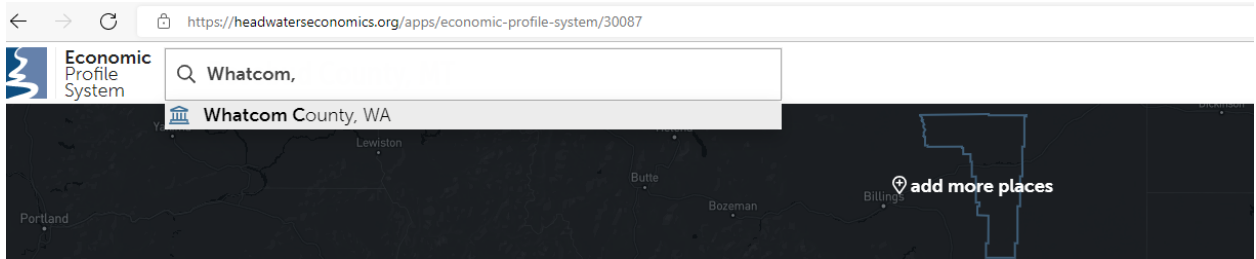
Census Academy

You should use a more detailed analysis of where target populations live within the county or specific location whenever special efforts are needed to achieve balanced participation. For example, if an ethnic population is concentrated in one town or area of the county, note this in your situation statement.

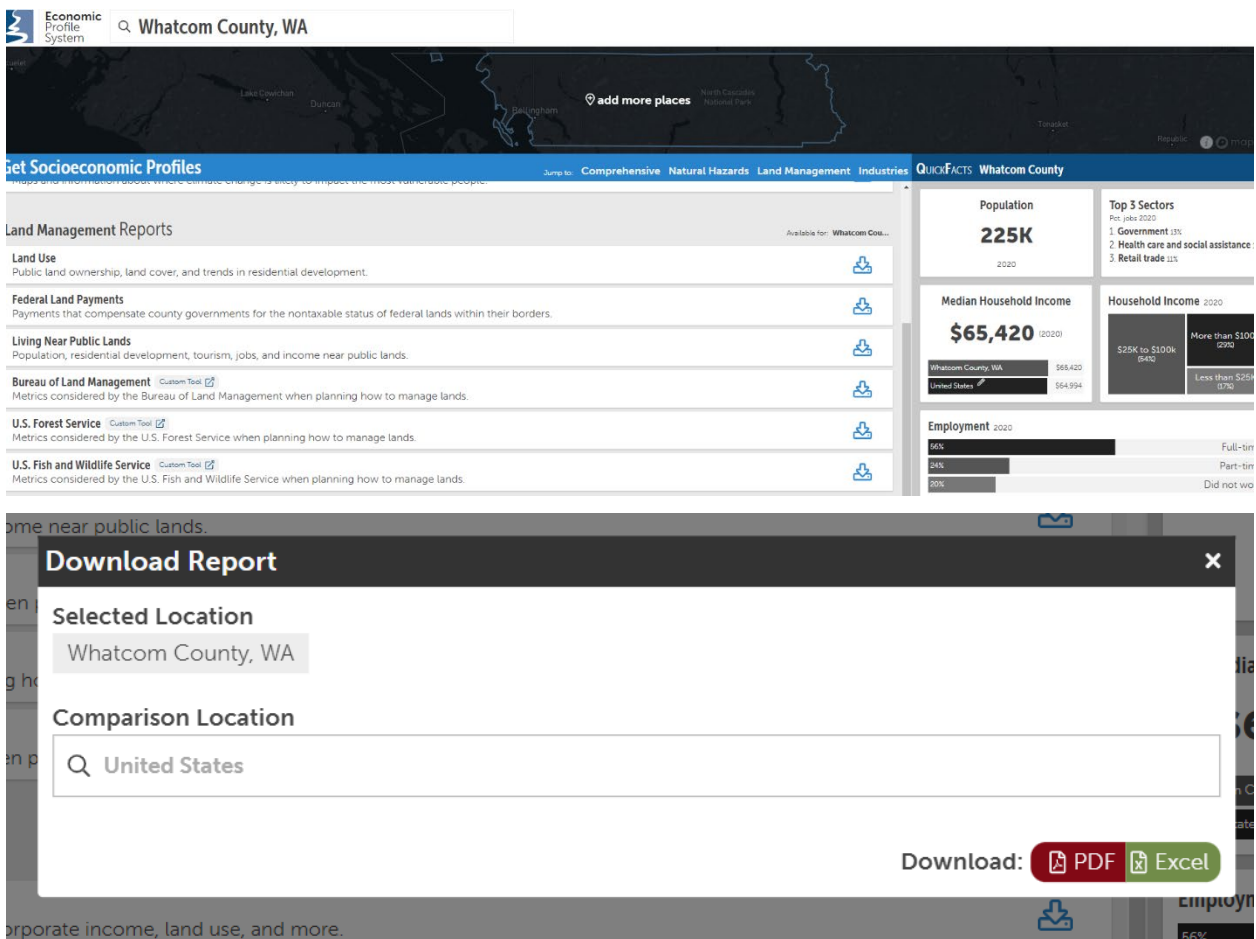
Websites that might be helpful include the following:

[Headwaters Economics](https://headwaterseconomics.org)

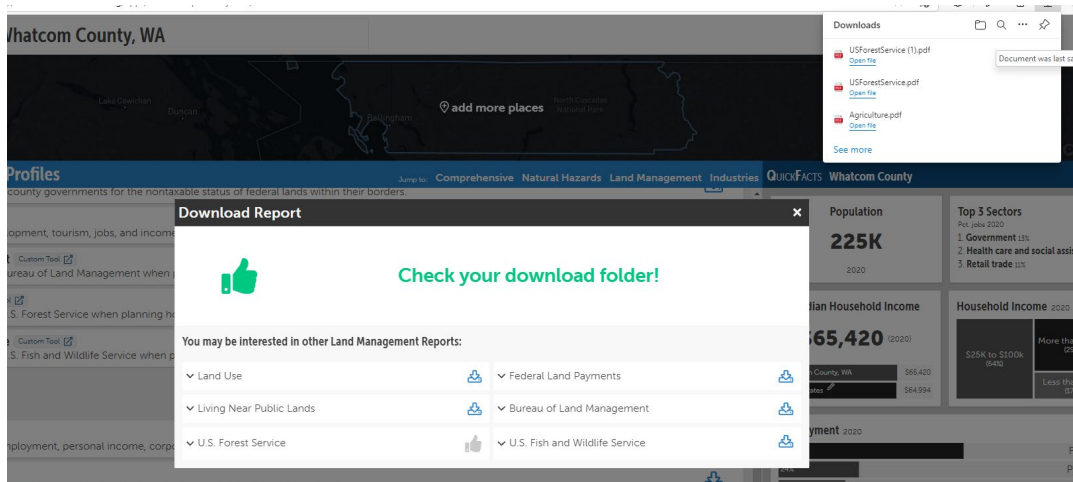
1. Type in your county or reservation name



2. Next you can explore a variety of subjects



3. Download a comparison and gain access to a variety of information needed to better support the county



Here is another resource to help better understand populations and programming needs.

- [Welcome - Rural Policy Research Institute \(rupri.org\)](https://www.rupri.org/)

Appendix B - Advisory Boards and Committees

Another point of demographic data is focused on the individuals who influence how resources are allocated, programs are created, and delivery of services which includes advisory boards, volunteers, faculty, staff, and community partners. It is not reasonable to collect REG data on all our affiliates, however at a minimum of volunteer and advisory board REG data needs be collected.

In the CR plan, evaluate the Census and REG data against the advisory board and volunteer REG. There needs to be representation of the total available service population on the advisory board. If representation is not reached an analysis of the advisory board and volunteer criteria should be examined to identify barriers. If parity is not met, please address the following in your CR plan:

1. How and where is the advisory board posting solicitations to attract new members?
2. How is the selection process for excepting new members conducted? Does it rely on unrealistic or fair criteria?
3. How many terms are allowed to be consecutive?
4. Are there community partners who represent underserved populations we can include for guidance?
5. What is the reputation of the advisory board?
6. Are meeting locations and times not convenient for people to attend?
7. Are there accessibility concerns

The above questions are not exhaustive but meant to be prompts to conducting a barrier analysis. In the event the barrier is overall bandwidth of the office staff and WSU Extension resources, this should be communicated in the CR plan. The CR plan which will be reviewed annually, provides a starting point to focus efforts towards reaching parity. Additionally, if you work with community partners consider engaging them in the conversation and put the names of the partners and feedback received in your CR plan. Finally, when representation of the total population matches advisory boards and volunteers, a few sentences should be added to the CR Plan to address what measures will be put in place in the event circumstances change, such as policy, practices, procedures, or personnel.

Appendix C - Outreach Activities

From a civil rights perspective, outreach activities are essential to ensuring that everyone in your eligible service population has an equal opportunity to benefit from federally funded programs. For this to happen, general outreach efforts need to be effective in reaching everyone, and targeted outreach efforts need to be made to underrepresented groups or historically underserved populations.

First, know the audience you are trying to reach, key considerations should be:

- Language needs.
- Socioeconomic factors.
- Educational background.
- Preferred methods of communication.
- Cultural norms.
- Religious values.
- Experiences with discrimination and marginalization.
- Perception of your organization and reputation.

Secondly, for general outreach use the following methods:

- Direct/postal mailing.
- Distributing flyers at an event or leaving them at a partnering organization for distribution.
- E-mailing.
- Radio spots or advertising.
- Social media posts.
- Web advertising.
- Print advertising (in mainstream and special interest publications).
- Collaboration and networking with community organizations.

Next, some form of data triangulation should be implemented to account for the effectiveness of the outreach, for example:

- Participant data and feedback.
- Impressions from front-line staff.
- Perspective from partners, stakeholders, community groups and local organizations.
- Page views.
- Followers and likes.
- Circulation numbers

For the purposes of documenting civil rights effort in outreach. Think about reporting on the data collection tool your outreach efforts, you will not need to collect REG. However, if parity is not met there should be targeted research which intentionally works to connect with underserved population, this should be documented in your CR Plan, as follows:

Documenting Outreach Activities

- Date of activity.
- Nature of activity.
- Location of activity.
- Who conducted the activity.
- Target audience.
- Impact (Approximate # of individuals reached).

Appendix D - Resources

The WSU Extension County Relations Coordinator is the primary state-wide point of contact for civil rights support to WSU Extension programs and County Tribal Directors and programs. Contact information is provided:

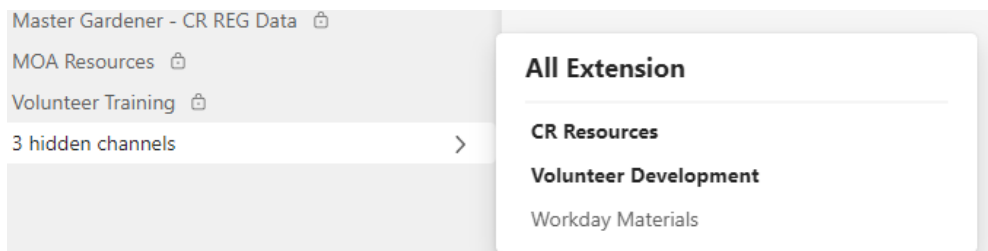
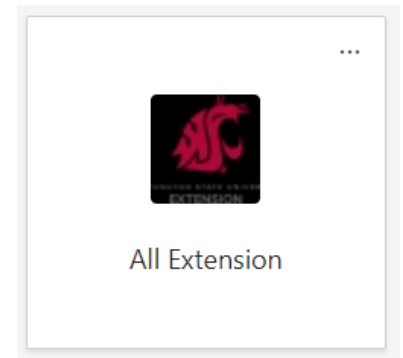
Extension County Relations Coordinator
WSU Extension
413 Hulbert Hall
P.O. Box 646248
Pullman, WA 99164-6248
509.335.2521
Kenitra.Keeney@wsu.edu

Find resources on the Teams channel

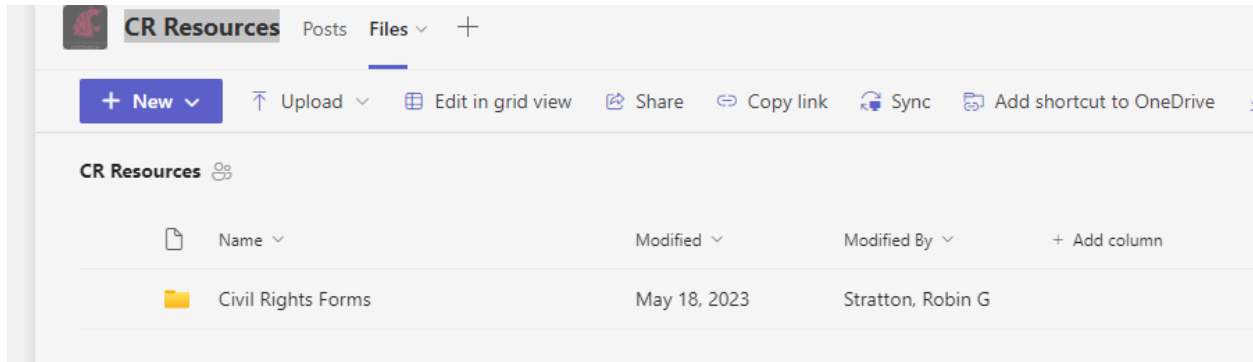
If you need access to samples there are two ways to access resources:

ALL Extension Channel.

1. Click on your All Extension Channel, click on hidden channel
2. Click on CR Resources

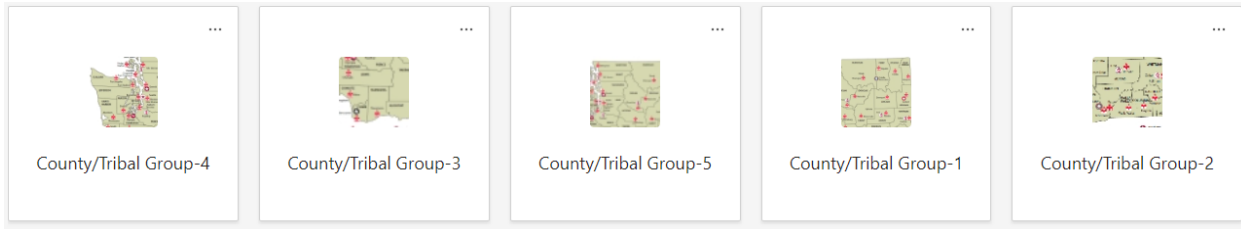


3. Click on Files



Open the folder marked Civil Rights Forms and start with 0. County Civil Rights Checklist and Filing Guide, this will be the first step to developing a local civil rights plan, guiding annual internal reviews, and state-wide civil rights reviews.

County/Tribal Groups



WSU Extension has created a shared filing system to collect civil rights materials. The shared filing system serves two main purposes will help with continuity during turnover and streamline the internal audit process. On the Teams Channel you will be able to:

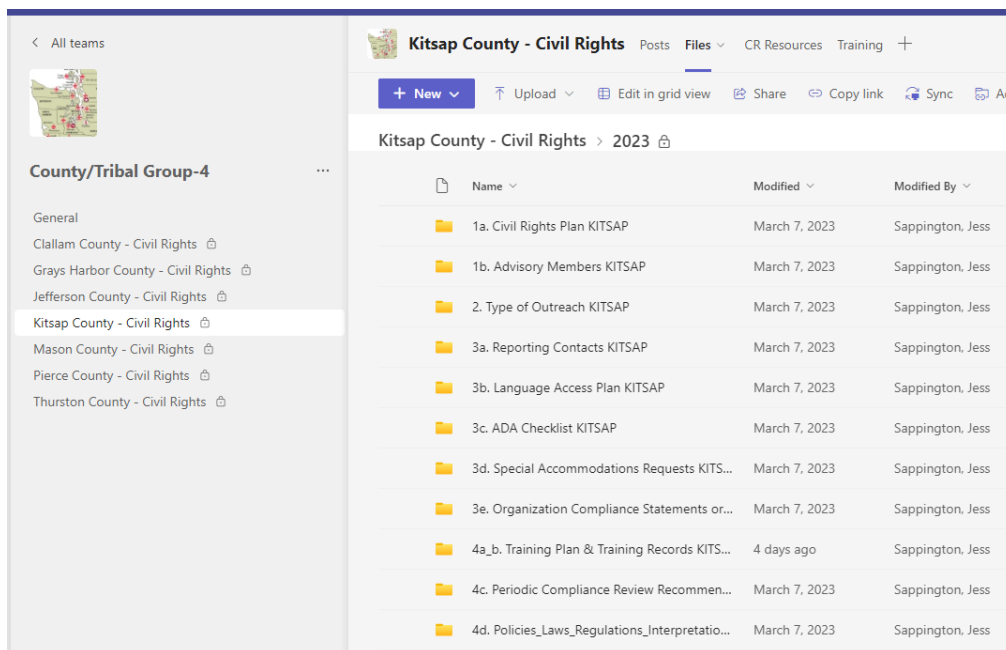
- Find Resources specific to WSU Extension Civil Rights
- Store locations and program specific civil rights materials

You may give access to your team by requesting permission from the Extension County Relations Coordinator or Associate Dean & Director of WSU Extension’s Administrative Assistant.

Once permission is given click on your County Tribal location and click CR Resources or Training at the top to get access to resources.

How to store collected civil rights materials

Refer to the 0. Checklist located in All Extension *CR Resource* folder. This checklist will assist your location with developing a Civil Right Program and conducting annual internal reviews. File your materials according to the labeling protocol on the checklist.



Internal Review Process

Collecting the materials for a civil rights plan is critical to identifying policies, practices and procedures which might intentionally or unintentionally discriminate against people. However, another critical action is monitoring the civil rights plan annually. Each year the civil rights plan should be holistically reviewed:

1. Download the checklist located on in the Teams Shared Folder and review for revisions.
2. Reference the dashboard and REG data to identify if parity has been met. If parity has been met, you don't need to but can identify additional service goals for the upcoming year. If your county/tribal location didn't meet parity, identify the barriers and create a barrier analysis. This barrier analysis should lead to a corrective action plan. This will be added to your local CR plan.
3. Next look at policies and review to insure they are updated and reflect the WSU Extension CR Plan
4. Training records should be inventoried annually to insure on-boarding and annual training is being conducted
5. Upon the completion of the internal review, a quick list of findings should be documented and filed with the CR plan.
6. Put updated materials in the Team's Folder associated with your county/tribal location or program.

Civil Rights Planning and Record Keeping Tools

WSU Extension has undergone several versions of a civil rights program. As technology advances, creating an innovative approach to data collection is necessary. The documents and tools contained herein will assist you in the planning and record keeping necessary to ensure compliance with WSU Extension Civil Rights Policies and Procedures. Additional training and resources will be located at on Teams [WSU Extension CR Resources](#)

- Letter of Confirmation of Organizational Policy
- Letter to Organization that Discriminates
- Advisory Committee Record
- County Civil Rights Training Record
- ADA Checklist for Existing Facilities
- Sample Data Sheet for collecting REG data

NOTE: WSU Extension currently uses the data collection tool to capture advisory boards, outreach, and educational programing. This a new process and will continue to develop. In the event you are unable to use this tool there have been some paper collection tools, which have been used in the past (3.6.24)

Letter of Confirmation of Organizational Policy

Example 1:

DATE

NAME OF RECIPIENT
OFFICE HELD
NAME OF GROUP
ADDRESS
CITY, STATE ZIP

Dear (NAME):

The Washington State University Extension (PROGRAM) provides educational assistance to (TYPE OF AUDIENCE). We are supported by public funds and adhere to civil rights laws and regulations. We do not discriminate on the basis of race, sex, religion, age, color, creed, national or ethnic origin; physical, mental or sensory disability; marital status, sexual orientation, and status as a Vietnam-era or disabled veteran.

We request that our partnering organizations also conform to an organizational policy pertaining to accessibility. Please confirm by your signature below that your organization has policies in place supporting non-discrimination regarding accessibility to the programs we provide for you.

Signature

Date

Name and Title

Name of Organization

Sincerely,

(WSU EXTENSION FACULTY, STAFF OR VOLUNTEER NAME)

Letter of Confirmation of Organizational Policy

Example 2:

DATE

NAME OF RECIPIENT
OFFICE HELD
NAME OF GROUP
ADDRESS
CITY, STATE ZIP

Dear (NAME):

It was a pleasure to talk with you regarding a program for (NAME OF ORGANIZATION).

The WSU Extension (PROGRAM) is supported by public funds and adheres to civil rights laws and regulations. You assured me that membership in your organization is open to all without regard to race, sex, religion, age, color, creed, national or ethnic origin; physical, mental or sensory disability; marital status, sexual orientation, and status as a Vietnam-era or disabled veteran. Hence, I can accept your invitation to speak to your group on (DATE) from (TIME) to (TIME) at Location. My topic will be (TOPIC).

Sincerely,

(WSU EXTENSION FACULTY, STAFF OR VOLUNTEER NAME)

Letter of Confirmation of Organizational Policy

Example 3:

DATE

NAME OF RECIPIENT
OFFICE HELD
NAME OF GROUP
ADDRESS
CITY, STATE ZIP

Dear (NAME):

This letter confirms our discussion on (DATE), about (NAME OF ORGANIZATION) of which you are (OFFICE).

You indicated that your organization maintains a policy of nondiscrimination which provides for membership and services to all without regard to race, sex, religion, age, color, creed, national or ethnic origin; physical, mental or sensory disability; marital status, sexual orientation, and status as a Vietnam-era or disabled veteran.

This statement policy is important. WSU Extension, as a public funded program, must adhere to civil rights principles and laws which prohibit service to groups which deny equal access. Your organizational policy assures opportunity for your group to benefit from Extension programs.

Sincerely,

(WSU EXTENSION FACULTY, STAFF OR VOLUNTEER NAME)

Letter to Organization that Discriminates

Example 1:

DATE

NAME OF RECIPIENT
OFFICE HELD
NAME OF GROUP
ADDRESS
CITY, STATE ZIP

Dear (NAME):

We regret that we must terminate assistance or program presentation to your organization because we have learned that it discriminates against persons because of their race, color, national origin, sex, handicap or religion. We will be happy to renew service to your group whenever we learn that the discrimination has ceased.

We are required to take this action by the Secretary of Agriculture, USDA, in order that we may comply with the Civil Rights Act of 1964 and/or the Education Amendment of 1972. Our failure to comply could result in loss of federal funds or in our being sued.

Sincerely,

(WSU EXTENSION FACULTY, STAFF OR VOLUNTEER NAME)

COUNTY CIVIL RIGHTS TRAINING RECORD

COUNTY:

Key to Training Types:

Orientation Training
 Policy Training
 Policy Discussions
 Other

Common Training Topics:

- Non-discrimination
- Public Notification
- Reasonable Accommodation
- Policy Implementation
- Record Keeping
- Increasing Minority Participation

Date:	Location:	
Type:	Topics:	
Participants:		
Date:	Location:	
Type:	Topics:	
Participants:		

Total Composition of Your County:

Advisory System Civil Rights Report: Membership Totals																														
COUNTY:						DATE/YEAR:																								
Name of Advisory Committee	White			Black or African American			American Indian or Alaska Native			Native Hawaiian or Pacific Islander			Asian			Two or More Races			Hispanic or Latino			Not Hispanic or Latino			Unidentified					
	M	F	U	M	F	U	M	F	U	M	F	U	M	F	U	M	F	U	M	F	U	M	F	U	M	F	U			
Totals																														
% White	% Black			% American Indian or Alaska Native			% Native Hawaiian or Pacific Islander			% Asian			% Two Or More Races			% Hispanic or Latino														

COUNTY FACILITIES AND RESOURCES DATASHEET

COUNTY:

DATE/YEAR:

Facility:	Wheelchair Accessible		“And Justice For All” Posted	
	Yes	No – Explain why not	Yes	No – Explain why not
Extension Office				
Extension Conference Room				

Other Facilities Used for Extension Programs (specify)

Facility:	Wheelchair Accessible		“And Justice For All” Posted	
	Yes	No – Explain why not	Yes	No – Explain why not

Special Needs Resources

Type:	Contact Information:		
Sign-language Translators	Name	Address	Phone
English-Spanish Translators			

Other Special Needs

Type:	Description:	Source:

Contact Sheet

COUNTY:

Records must be maintained for a variety of purposes related to civil rights compliance. Extension programs are made possible by state and federal funding, and as recipients of this funding, we must comply with applicable federal civil rights laws. To show and improve upon our efforts in reaching underserved populations we request and document gender, race, and ethnic background information from our participants this voluntary. Data is anonymous and will not be associated with your name or other personal identifying information.

Gender

Male	Female	Unidentified Other

Race

	White		African American or Black
	American Indian or Alaska Native		Asian
	Two or More races		Native Hawaiian or Other Pacific Islander
	Unidentified		Other

Ethnicity

Gender	Hispanic or Latino	Not Hispanic or Latino	Unidentified Ethnicity
Unidentified			
Female			
Male			

Appendix E – Sample County Civil Rights Plans

1. WSU Benton-Franklin County Extension Civil Rights Plan
2. Civil Rights Plan WSU Extension Clark County
3. King County Extension Civil Rights Plan – 2023-2024

WSU BENTON-FRANKLIN COUNTY EXTENSION CIVIL RIGHTS PLAN

Updated January 2024, located in Teams Folder.

Bi-County Demographics

General Population

Benton County's population grew 2.9 % from 2020 to 2022 from 175,177 to 212,791. This compares to a 14.6% increase in Washington State during the same time period.

The Hispanic population currently is 24.0% in Benton County during this same time period. This compares to 18.9% in Washington State during the same time period.

Franklin County's population grew 2% from 2020 to 2022 from 78,163 to 98,678. The Hispanic population currently is 54.1% in Franklin County during this same time period.

Benton County Population Quickfacts.census.gov

RACE	NUMBER	PERCENT OF TOTAL
Total Population	212,791	
White	161,897	89.5%
Hispanic Origin	22,183	24.0%
American Indian	1,768	1.5%
Asian	5,669	3.4%
Black	3,526	1.8%
Other Race	10,796	3.4%

Franklin County Population Quickfacts.census.gov

RACE	NUMBER	PERCENT OF TOTAL
Total Population	102,326	
White	59,889	63.93%
Hispanic Origin	22,539	24.06%
American Indian	1,193	1.27%
Asian	1,984	2.12%
Black	2,222	2.37%
Other Race		

Benton County Population by Sex and Race Factfinder.census.gov

<u>Race</u>	<u>MALE</u>		<u>FEMALE</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Total	106,395	50%	106,395	50%

Franklin County Population by Sex and Race Factfinder.census.gov

<u>Race</u>	<u>MALE</u>		<u>FEMALE</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Total	53,209	52%	49,117	48%

BENTON COUNTY SCHOOL ENROLLMENTS – 2022-23

Reportcard.ospi.k12.wa.us/DataDownload.aspx

Enrollment Percentage

<i>District</i>	<i>Total</i>	<i>Native American</i>	<i>Asian/Pacific</i>	<i>Black</i>	<i>Hispanic</i>	<i>White</i>	<i>Male</i>	<i>Female</i>	<i>Other</i>
Finley	900	0.3%	0.0%	0.6%	51.6%	44.3%	52.6%	47.3%	0.1%
Kennewick	19299	0.3%	1.7%	2.9%	39.3%	50.1%	51.4%	48.5%	0.1%
Kiona-Benton	1409	0.5%	0.6%	2.1%	7.0%	87.8%	50.5%	49.5%	0%
Patterson	145	0.0%	0.0%	0.0%	34.5%	65.5%	53.8%	46.2%	0%
Prosser	2454	0.5%	1.5%	0.6%	67.6%	27.8%	51.5%	18.5%	0%
Richland	14144	0.3%	3.6%	1.4%	21.5%	67.5%	51.5%	48.4%	0.1%

FRANKLIN COUNTY SCHOOL ENROLLMENTS – 2022-23

Reportcard.ospi.k12.wa.us/DataDownload.aspx

Enrollment Percentage

<i>District</i>	<i>Total</i>	<i>Native American</i>	<i>Asian/Pacific</i>	<i>Black</i>	<i>Hispanic</i>	<i>White</i>	<i>Male</i>	<i>Female</i>	<i>Other</i>
Kahlotus	56	0.0%	0.0%	0.0%	33.9%	58.9%	55.4%	44.6%	0%
North-Franklin	2093	0.3%	1.0%	0.1%	72.9%	24.7%	50.8%	49.2%	0%
Pasco	18802	0.2%	1.3%	0.8%	73.7%	21.3%	51.0%	48.8%	0.2%
Star	6	0.0%	0.0%	0.0%	66.7%	33.3%	50.0%	50.0%	0.0%

Language Skills quickfacts.census.gov

In 2020-2021, 29.0% of the population of Benton County, 5 years of age and older spoke a language other than English at home.

In 2020-2021, 56% of the population of Franklin County, 5 years of age and older spoke a language other than English at home.

Educational Attainment**Benton County** (fortress.wa.gov)

About 87.9% of Benton County's population 25 years and older were high school graduates over the period of 2021 to 2022. This graduation rate compares to that of the state's rate of 82.3%.

Persons 18-24 years old 2021-2022 (factfinder.census.gov)

Population 18-24 years	17,439
Enrolled in College or Graduate School	25.4%
Males 18-24 years	8,854
Enrolled in College or Graduate School	20.0%
Females 18-24 years	8,585
Enrolled in College or Graduate School	30.9%

Franklin County

Persons 18-24 years old 2021-2022 (factfinder.census.gov)

Population 18-24 years	11,146
Enrolled in College or Graduate School	15.6%
Males 18-24 years	6,521
Enrolled in College or Graduate School	12.6%
Females 18-24 years	4,625
Enrolled in College or Graduate School	19.8%

Unemployment

(source: Employment Security Department)

March 2023

United States Unemployment Rate (Seasonally adjusted)	3.5%
Washington State Unemployment Rate Resident Labor Force Unemployed (Not Seasonally adjusted)	4.5% 3,507,100 220,500
Benton County Unemployment Rate (Not seasonally adjusted)	7.7%
Franklin County Unemployment Rate (Not seasonally adjusted)	11.3%

The resident civilian labor force is the total number of people in the workforce, employed and unemployed, ages 16 and up. The number of unemployed is the estimated number of people who currently do not have a job, are available for work and have actively looked for work in the last four weeks.

CIVIL RIGHTS PLAN

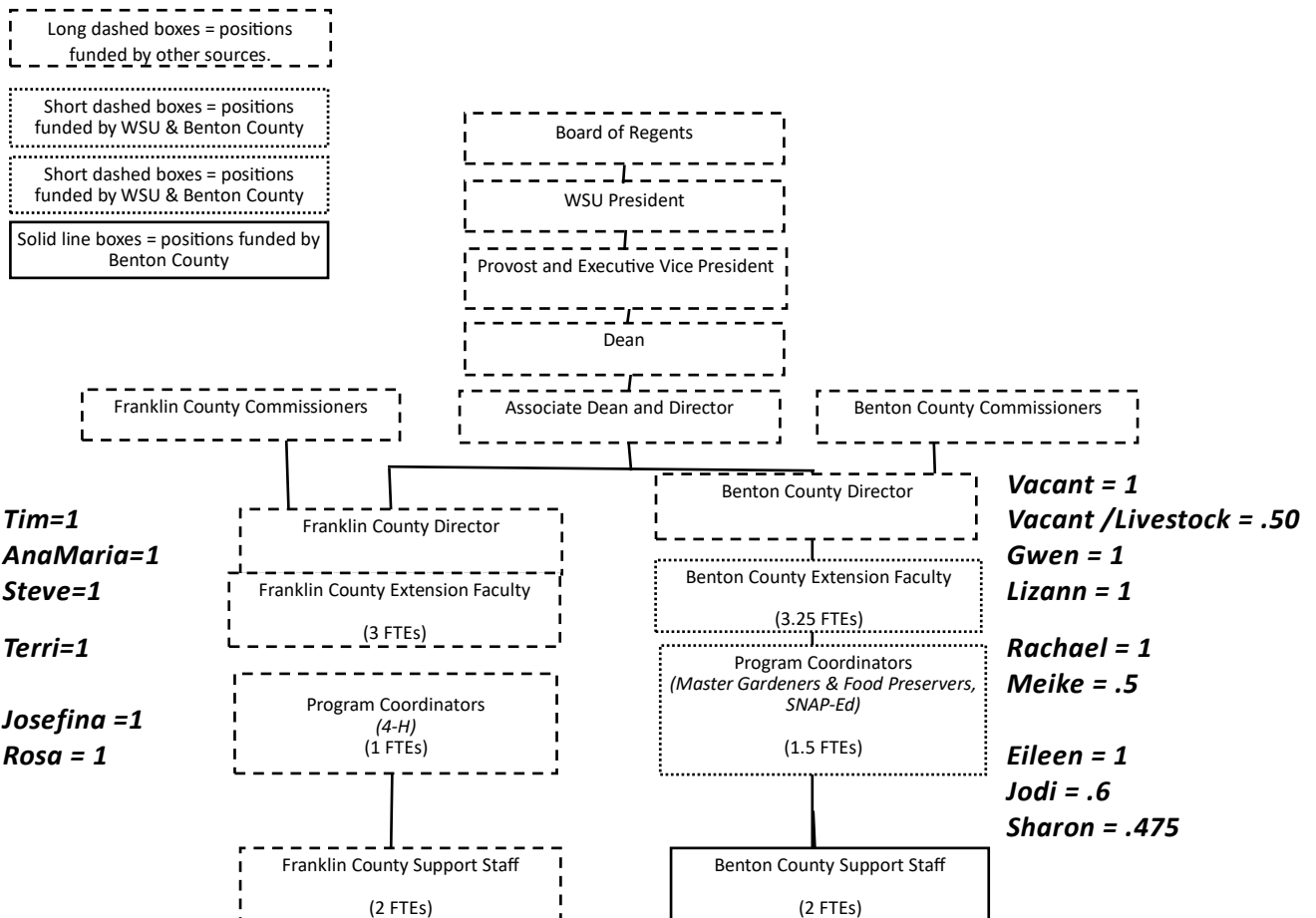
1a. A copy of the civil rights plan can be found in the Teams shared folder.

1b. Advisory Members.

WSU EXTENSION ORGANIZATIONAL CHART

Washington State University (WSU) Extension of Benton-Franklin Counties provides area adults and youth with educational programming and resources in agriculture & natural resources, 4-H youth development, family living, and community horticulture.

The Chart below shows the organization structure.



2. Outreach/Program

2a. Types of Outreach

Agriculture and Natural Resources

Potential Audiences

- Benton-Franklin County farmers, agricultural managers, and individuals seeking research-based information to improve productivity and economic well-being on related subjects.
- Spanish speaking farm workers, landowners, irrigators, and licensed pesticide applicators.
- Hispanic and minority growers, producers, and farm managers.

- Minority livestock producers.

Outreach Methods

- Develop and distribute program announcements in Spanish.
- Deliver educational programs in Spanish.
- Hire Spanish speaking technicians and student interns to deliver and assist in research, program preparation, and presentation.
- Provide specifically targeted Spanish language programs for Spanish speaking Latinos.
- Provide Spanish language option on office telephone system to give a method for one-on-one contact with the audience with limited English language skill, if possible.

Parity Participation Plans

- Work with commodity groups to develop a pilot process to expand extension programming with Spanish speaking audiences.
- Use existing organizations and advisory groups for guidance and program planning.

Organizational Methods and Strategies

- Develop partnerships in programming with targeted minority audiences.
- Conduct meetings at times that allow part-time producers to attend and participate in evaluation for future program planning.
- Recruit participants for planning and guidance from commodity groups, organizations, and volunteers.

Family and Consumer Sciences

Potential Audience

- Individuals, organizations, and communities seeking knowledge on family and consumer science, including economic wellbeing and quality of life related subjects; healthy lifestyles, nutrition education, food safety; family finance, housing, parenting & family relationships.
- Men, women, and children living at or below 185% poverty level.
- Hispanic families.
- Limited resource minority families.
- Limited English-speaking families.
- Elderly persons.

Methods to Reach Protected Classes

- Provide programs through existing organizations and agencies who are already working closely with diverse populations.
- Give special attention to selection of location and time of program delivery.
- Special emphasis will be given to include any cultural references to make topics more inviting and interesting.
- Provide applicable handouts (including Spanish) and use interpreter when needed.
- Nutrition programs will be provided through radio and other language outlets for Latino speaking audiences.

Organizational Methods and Strategies

- Seek out new partners to assist in teaching protected classes.
- Recruit volunteers and staff with capacity to reach protected classes.
- Maintain relationships with advisory individuals' teams/groups. Encourage faculty, staff, and volunteers to attend cultural diversity training when available.

Master Gardener

Potential Audiences

The mission of WSU Extension is to engage people, organizations, and communities to advance knowledge, economic well-being, and quality of life by fostering inquiry, learning, and the application of research. Extension's close relationships within communities allow us to deliver personalized education that challenges and inspires individuals to achieve their highest goals.

Outreach Methods

- Publicize the program, training, and application; Disclose the background check requirement
- Provide a general time frame for when training is offered
- Provide general costs and fees associated with training
- provide an application deadline with a process to apply.

Parity Participation Plans

Engaging university-trained volunteers to empower and sustain diverse communities with relevant, unbiased, research-based horticulture and environmental stewardship education.

Organizational Methods and Strategies

- Seek out new partners to assist in teaching protected classes.
- Recruit volunteers and staff with capacity to reach protected classes.
- Maintain relationships with advisory individuals' teams/groups. Encourage faculty, staff, and volunteers to attend cultural diversity training when available.

4-H Youth

Potential Audiences

- Benton and Franklin Counties represent a diverse population. Positive cross-cultural communication is of significant importance to the dynamics of informal educational and collective needs of the youth population to be addressed by 4-H Youth Development for ages 5-19.
- 4-H age eligible youth in geographic areas with the highest percentage of minority and low-income youth.

Methods to Reach Protected Classes

- Personal communication from educators through 4-H program volunteers.
- Special informational releases through all types of media.
- Develop and promote 4-H projects addressing special interests of protected classes.
- Delivery of after school programs will be directed to reach minority and low-income youth and parents of youth.

Parity Participation Plans

- Continued efforts will be made to involve minorities and protected classes in 4-H Leader groups to assure their participation in 4-H program planning, implementation, and evaluation.

Organizational Methods and Strategies

Develop partnerships in programming with targeted minority audiences.

2b. Reasonable Accommodation Statement

WSU Extension's reasonable accommodation statement must be on all meetings and training announcements, including advertisements, publications, social media snapshots, and educational events open to the public.

1. If you need a reasonable accommodation or language access to participate in this event, please contact person or office, at (e-mail) or (Phone Number) no later than (Date or two weeks out). Language access services, such as interpretation or translation of vital information, will be provided free of charge to limited English proficient individuals upon request.

2c. Statement of Nondiscrimination

WSU Extension's statement of nondiscrimination must be on all WSU Extension printed or electronic material, including meeting announcements, email notices, flyers, brochures, actual articles, radio, televised outreach, newspapers, and web pages and virtual academic content and delivery. The shorter version can be used in space limitations and the longer should be used if space permits.

1. WSU is an equal opportunity provider. WSU Extension programs and employment are available to all without discrimination. Evidence of non-compliance may be reported through your local WSU Extension office.
2. In accordance with Federal law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, disability, and reprisal or retaliation for prior civil rights activity. (Not all prohibited bases apply to all programs.) Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, and American Sign Language) should contact the responsible State or local Agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. To file a program discrimination complaint, a complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online at <https://www.ocio.usda.gov/document/ad-3027>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by: (1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or (2) Fax: (833) 256-1665 or (202) 690-7442; or (3) Email: program.intake@usda.gov. This institution is an equal opportunity provider or report violations through your local Extension office.

2d. Required Posters

The "And Justice for All" poster is prominently displayed in all main public areas and in all meeting rooms. WSU Extension faculty and staff should bring copies of the poster to post at off-site meetings, training, and events. If county demographics indicate the potential for high non-English speaking audiences (10% or greater), the poster should be displayed in the language of that population (if available from USDA).

3a. Reporting Contacts

Faculty and staff report services provided to underrepresented groups through the Reporting Contacts spreadsheet located on Teams.

3b. Language Link =More to come

3c. WSU Extension Office is ADA Compliant, Checklist located on Teams.

3d. Special Accommodations Requests

If you have a request for reasonable accommodation, you must include the request. Include meeting sites and description of accommodations(s) made.

3e. Compliance Statements or Bylaws

4a. Training Plan located on Teams

The Extension County directors in Benton and Franklin Counties are responsible for providing leadership in planning and conducting training for all faculty and staff in the county. Some topics may be appropriately taught by others. All faculty and staff should have the opportunity to provide leadership over selected topics. Community or university resource people may also be called upon to present information and teach skills.

Some topics which can assist faculty and staff to be effective include:

- Established and emerging leadership among protected classes.
- Changing demography and implications for civil rights compliance.
- Social structure or communication modes of a specific protected class group.
- Getting acquainted with protected class neighborhoods, media, and organizations.

The Extension County Director is expected to carry out tasks in three basic areas.

- Program Development

- A. Model for and stimulate among faculty and staff affirming attitudes and behaviors toward protected classes. Encourage and reward efforts made to carry out programming with audiences targeted in the county civil rights plan.
- B. Assure appropriate minority representation on any county advisory committees, position search committees, and task forces. Provide orientation to all committee members to assure awareness of civil rights compliance requirements and familiarity with assigned tasks necessary to succeed in the appointed position.
- C. If selected for civil rights review, serve as internal review team leader. Involve all faculty and staff in the preparation of requested information and coordinate with the external review team leader for on-site visitation. Involve all faculty and staff in preparing a plan to implement the recommendations for improvement.

- Counseling/Training

- A. Provide orientation and training to each employee to assure understanding of the organizational commitment and procedures to assure compliance to civil rights requirements. Issues related to the full implementation of civil rights should be raised regularly and frequently at staff meetings. (Located in Teams under 4 b. folder)
- B. Monitor the demographic characteristics and social structure of the county and alert faculty and staff to ethnic/racial populations and the leadership therein. Introduce new faculty and staff to key leadership among minority populations.

- C. Advise faculty, staff, and volunteers that inappropriate remarks and behaviors are not acceptable if and when they occur. If such actions persist after counsel, report the problem to the appropriate Program Director or the Associate Dean for Extension.
- D. When faculty, staff, volunteers, or clients are participating in screening and interviewing activities, provide instruction about allowed/disallowed pre-employment inquiries.

- Accountability

- A. Develop and keep current a plan to assure compliance. All faculty should be involved in the development and implementation of the plan.
- B. Establish and maintain a central file in each county which includes policy and procedure documents, county plans and reports, meeting rosters, mailing lists, enrollment records, and other documentation of efforts and impacts and compliance verification. Faculty should be advised what documents should be submitted to the central file. Digital documentation should be filed in a civil rights folder on each county's shared drive. (shared Teams Drive)
- C. Complete civil rights documentation and efforts on the timeline and digital platforms created by WSU Civil Rights offices. Statewide University programs like Master Gardeners and 4-H will report their activities within those programs. Other programs will report data for specific program areas within the specific Benton or Franklin County folders provided by WSU Civil Rights offices. Data should be reviewed and discussed with county commissioners/executives and the county faculty and staff.

Volunteer and Staff Training Within Program Areas

Agriculture and Natural Resources

- All volunteers functioning as representatives of WSU Extension will be provided with orientation and training on civil rights and affirmative action guidelines and responsibilities.
- All faculty and staff will participate in ongoing civil rights and affirmative action training provided through the department, county, and WSU.

Family and Consumer Sciences

- EFNEP and SNAP Nutrition Education Assistants are updated on census data, civil rights, health, food safety, personal safety, and affirmative action. The curriculum and programming materials are adapted for teaching our Hispanic population in Benton-Franklin Counties.
- Admission requirements into the program activities include background checks and have protocols for US citizens with social security numbers as well as those legal residents with tax id numbers instead of social security numbers.

Master Gardeners

- All Master Gardener volunteers are trained at the beginning of the program on civil rights and affirmative action requirements and responsibilities. A review and behavioral expectations are reviewed and signed annually by all volunteers.
- Admission requirements into the program activities include background checks and have protocols for US citizens with social security numbers as well as those legal residents with tax id numbers instead of social security numbers.

4-H Youth

- All 4-H leader training programs will include emphasis on civil rights and affirmative action requirements and responsibilities.
- Admission requirements into the 4-H program activities assure participation without discrimination. These requirements are communicated to all new and continuing leaders.
- Admission requirements into the program activities include background checks and have protocols for US citizens with social security numbers as well as those legal residents with tax id numbers instead of social security numbers.

Complaint Procedure

Complaints may be filed by any individual, group of program recipients, or potential program recipients. Complainants have the following three options for filing complaints: informal resolution procedure, formal complaint procedure, and notification sent directly to USDA. If a program participant complains to the local office, the County Director is responsible notifying WSU compliance and procedure:

- Informal Resolution. Complainants are encouraged to use the informal resolution procedure. To do so, the complaint should be addressed to the unit administrator most closely associated with the programming action alleged to be discriminatory.
- Formal Complaints. If resolution is not achieved through a unit administrator, complainants may file a formal complaint. The formal complaint must be submitted in writing, signed, and must state the nature of the complaint and indicate whether the alleged discrimination was based on race, sex, religion, age, color, creed, national or ethnic origin; physical, mental, or sensory disability; marital status, sexual orientation, or status as a Vietnam-era or disabled veteran. Formal complaints should be sent through the County Director to the Associate Dean and Director of WSU Extension. The formal complaint will be investigated fully and promptly, with the aim of resolving the problem in an efficient and timely manner.
- The Associate Dean and Director of WSU Extension will review the information on the complaint, render a decision, initiate any necessary remedial action, and communicate in writing to the complainant.

Communication of Complaint Procedure Process

- The Civil Rights complaint procedure process will be included in all volunteer and staff training and orientation sessions.
- Affirmative Action and Civil Rights posters will be displayed in all extension educational meeting rooms.
- Volunteers and staff will be provided with printed materials and references related to the Civil Rights complaint process.
- The Civil Rights complaint procedure process will be included as a specific component of all 4-H leader training and orientation programs.
- Civil Rights complaint procedures will be covered in all faculty and staff

4b. Training Records Located on Teams

- All training records should be placed in the Training Records folder.

4c. **Compliance Review**

Advisory System: There is no county/bi-county wide advisory committee used for program planning. Each faculty member utilizes program planning groups that consist of commodity group representatives, volunteers, or constituents.

Documentation

- a. **Civil Rights File updated and located in Teams Folder**
The WSU Benton-Franklin Counties' Extension Civil Rights files will be shared on the WSU Teams folders created by WSU Civil Rights office. Staff and faculty will be given access to the Teams folder. It will be available upon request to the public. The County Extension Director will have ultimate responsibility for maintaining accuracy of the files in their respective counties and other faculty and staff have the responsibility for maintaining the files updated in their respective areas of responsibility.
- b. **Annual Implementation Report**
All faculty will include affirmative action accomplishment statements in their annual project accomplishment reports relating to educational programs conducted during the year.
- c. **Procedures to Assure Civil Rights Compliance of Groups Receiving Extension Programs**
 - Obtain copies and document by-laws of cooperating organizations to confirm their non-discriminatory policies.
 - Obtain and keep on file in the extension office non-discriminatory statements from all cooperating groups and organizations.
 - All 4-H Volunteer club leaders will be required to sign an Affirmative Action statement to conduct their youth programs.

Evaluation

- a. **Timeline**
The Benton-Franklin Counties Civil Rights Plan will be reviewed, evaluated, and revised to maintain currency of documentation on an annual basis.
- b. **Faculty and Staff Evaluations for Civil Rights Compliance and Contributions**
All faculty and staff will be evaluated for civil rights and affirmative action contributions during the regular annual review process by their respective program leader or supervising faculty. Affirmative action compliance is an integral part of all extension programs and has always been, and will continue to be, a key component of performance review.

4d. **Policies/Laws/Regulations/Interpretations**

Civil Rights Plan

WSU Extension Clark County

**1919 NE 78th Street
Vancouver, WA 98665-9752**

Clark County’s population increased significantly during the last decade. It is the second fastest growing and the 5th most populous County in Washington State with 520,900 as of April, 2022. Between 2010-2022 Clark County had a greater percentage change in growth (22.5%) than the state of Washington (17%). *

Along with this growth and reflected in the following statistics, the nature of Clark County also changed significantly during this period:

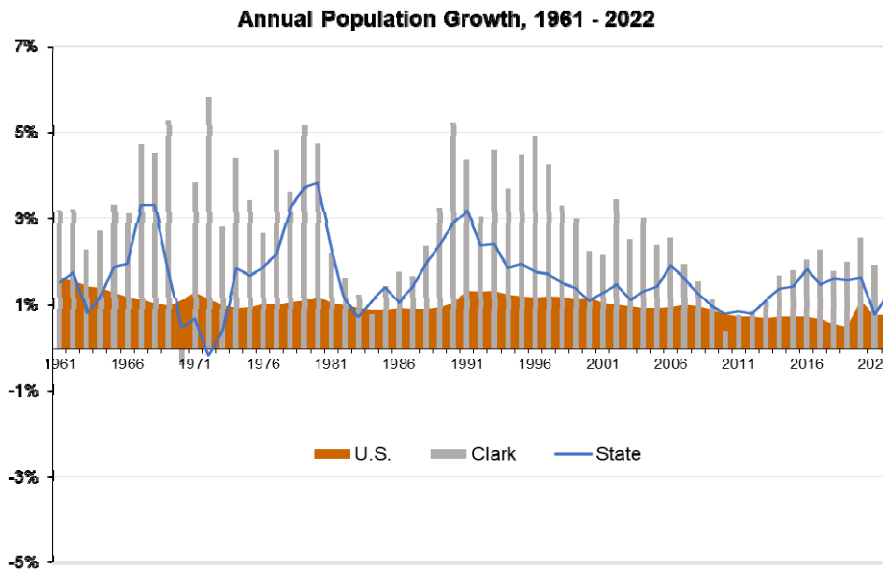
- ❖ From predominately rural to an urbanizing county with a large peri-urban area;
- ❖ Exports 65,000 commuters daily to Portland, Oregon; (2019)
- ❖ Influx of non-white populations.

Having experienced fairly stable staffing over time, Extension’s program outreach has failed to keep pace with the diverse cross section of groups that Clark County has become. This plan strives to provide clear goals and methods for better serving the county’s diverse populations.

POPULATION ANALYSIS

Clark County Demographics

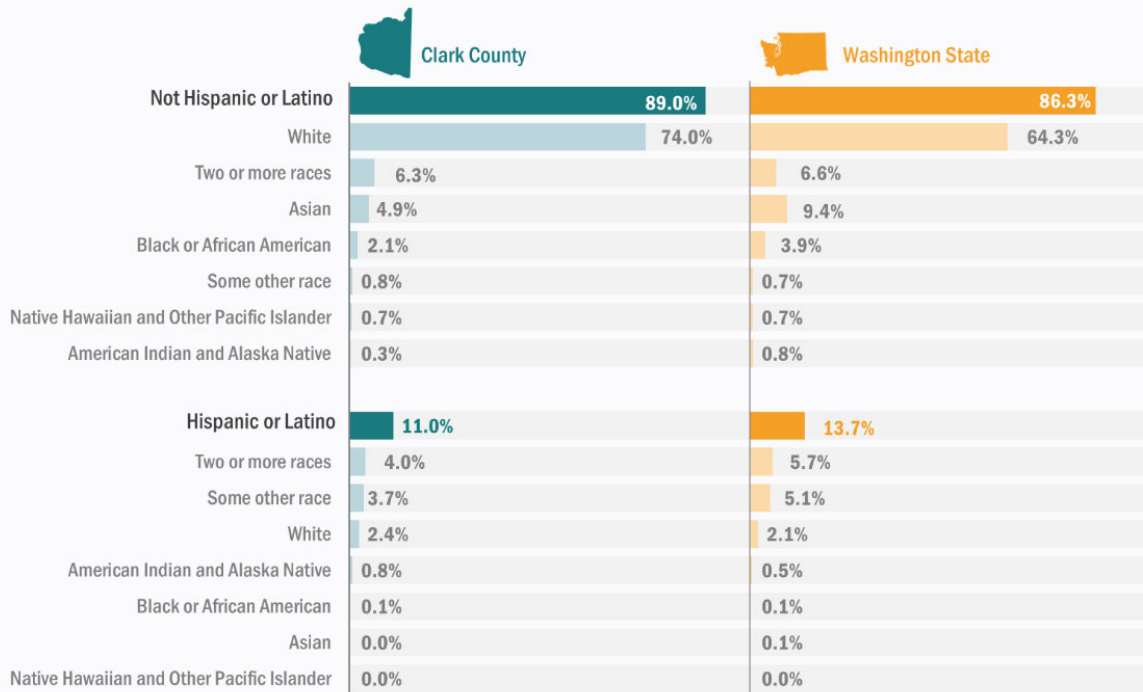
Clark County’s population has been on a steady increase from 2011 to 2020 (Table 1).



*Data Source: US Census Bureau American Community Survey table 2011-2021. 1-year estimates

Population Diversity.

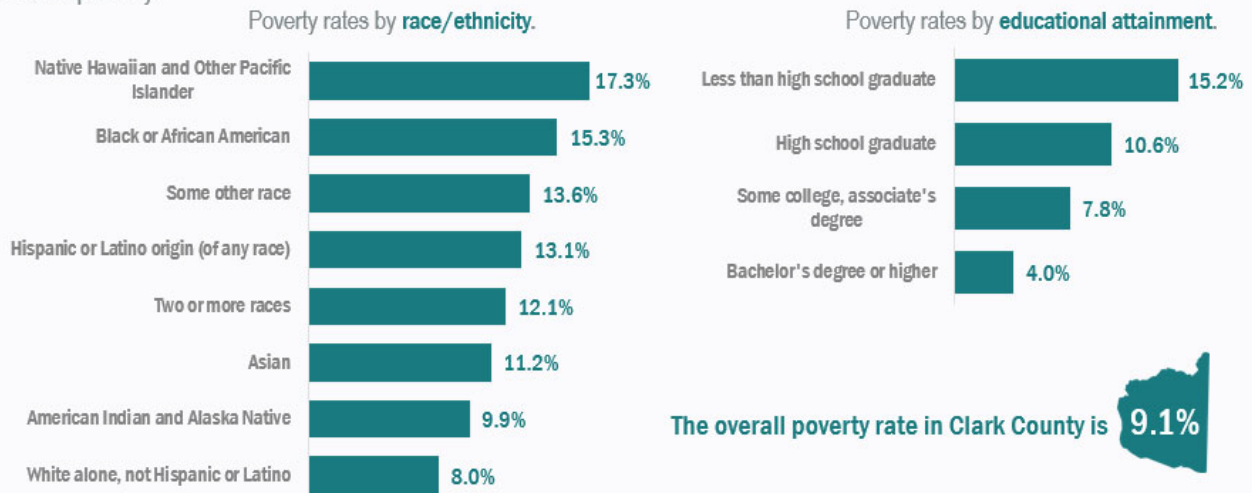
Race by ethnicity (Hispanic or Latino) in Clark County and Washington State.



Data Source: U.S. Census Bureau American Community Survey Table B03002, 2021 1-Year Estimates

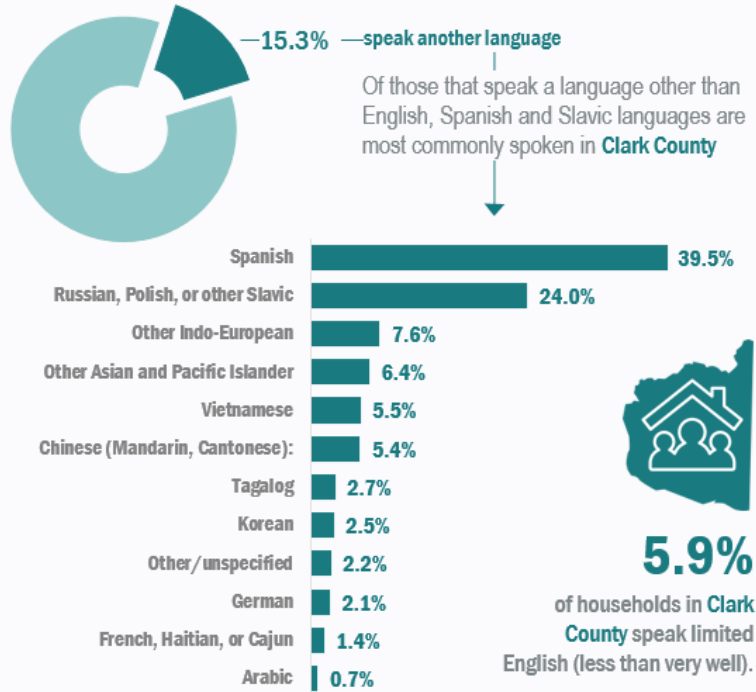
Poverty rates (100% federal poverty level) in Clark County by population characteristics.

Individuals of different racial and ethnic backgrounds and with different levels of education experience disparate rates of poverty.



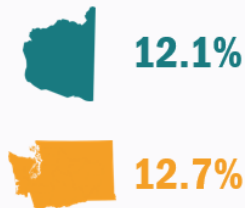
Data Source: American Community Survey, 2020 5-year estimates. Table S1701.

Most of Clark County residents (84.7%) speak only English. 15.3% (69,342 individuals) speak another language.

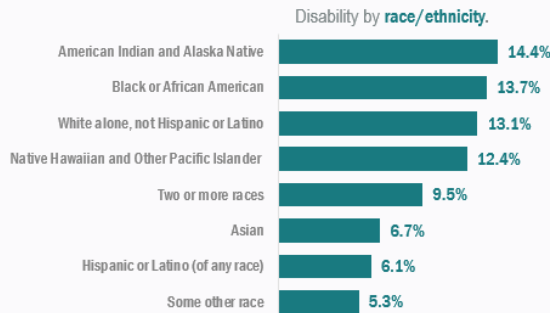


Data Source: U.S. Census Bureau American Community Survey, 2020 5-Year Estimates. Table C16001

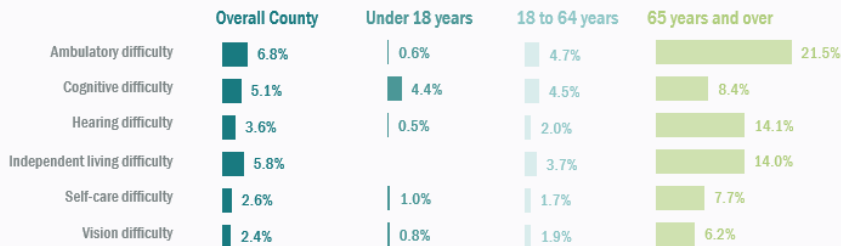
Disability rates in Clark County and Washington State.



Clark County residents of different racial and ethnic backgrounds have disparate rates of disability.



Disability by type in Clark County overall and by age groups.



Data Source: U.S. Census Bureau American Community Survey, 2020 5-Year Estimates. Table S18101.

Key Leaders, Organizations, & Agencies

The following list encompasses the known leaders, organizations, and agencies that work with, service, or maintain connections to protected populations in Clark County.



Clark County and Washington State University have a long-standing partnership in providing educational programs and research-based information to residents throughout the county. This partnership ensures that resources are committed from Federal allocations and University funds to keep important educational programs available in Clark County.

- | | |
|--|--|
| Alliance for a Healthier Generation | Connect Evergreen Substance Abuse Coalition |
| Area Agency on Aging and Disabilities | Core Home Fruit Services |
| Arthritis Foundation Walk With Ease Feet First | Cowlitz Indian Tribe |
| Battleground Health Clinic | Diabetes Technical and Training Center DSHS
(Dept of Health and Human Services) |
| Bonaventure of Salmon Creek | Educational Service District 112 |
| Bridgeview Community Center | Evergreen School District/Family and Community
Resource Centers |
| Camas Farmers Market | Fort Vancouver Regional Library |
| CASEE Center | Fort Vancouver National Historic Site |
| CDC Centers for Disease Control and Prevention | Goldendale Farmers Market |
| Chartwells Food Service | Hardy Plant Society of Oregon |
| City of Camas | Hazel Dell Elementary School |
| City of Vancouver | Hewlett-Packard |
| Clark County Conservation District | Hubert Prescott Bluebird Recovery Project |
| Clark County Event Center | Illahee Elementary School |
| Clark County Environmental Health Food Safety
Program | IQ Credit Union |
| Clark County Fair | Latino Community Resource Group Learning
Adventures Child Care |
| Clark County Farmers | The League of United Latin American Citizens
Lifeline |
| Clark County Farm Forestry Association | Longview Garden Club |
| Clark County Food Bank | Master Gardener Foundation of Clark County |
| Clark County Food System Council | Meals on Wheels People |
| Clark County Green Schools | NAACP |
| Clark County Juvenile Justice | |
| Clark County Public Works | |
| County Public Health | |
| Clark County Master Food Composters | |
| Clark Public Utilities | |
| Clark County Saddle Club | |
| Community Garden Club of Camas Washougal | |
| Community Voices Are Born | |
| | |
| <ul style="list-style-type: none">• National Park Service• Nature Scaping of SW WA• Nautilus Inc.• OSPI (Office of Schools and Public Instruction)• OSU Extension Service• Parks Foundation of Clark County• Partners in Careers• PeaceHealth• Pearson Field Education Center• Portland Nursery• Ridgefield Garden Club• Salmon Creek Farmers Market• SeaMar Community Health• Second Mile Marketplace and Hub• SHARE House• Skamania Farmers Market• SWW Accountable Communities of Health• SWW Health Living Collaborative• The Gardner School of Arts and Sciences• Truman Elementary• Underwriters Laboratory• United States Department of Agriculture• Vancouver Farmers Market• Vancouver Garden Club• Vancouver Housing Authority | <ul style="list-style-type: none">• Vancouver School District• WSU Edward R Murrow Center for Health
Comm. Research and Promotion• WSU Nutrition & Exercise Physiology
Program• Washington State University-Vancouver• Washington State VetCorp• Waste Connections• White Salmon Farmers Market• WaferTech• Washington Green Schools• Washington State Chronic Disease
Leadership Network• Washington State Department of
Agriculture• Washington State Department of Health
SNAP• Washington State Farmers Market
Association• Disease Leadership Network• West Van for Youth Substance Abuse
Coalition• WIC (Women, Infant and Children)• Wise Woman• Yacolt Primary School |

Opportunities & Barriers

Based on conversations of staff and selected community members, some of the major barriers and opportunities for reaching protected classes are outlined below.

Language

Several staff identified language as a barrier to effectively reaching some protected classes, especially the Hispanic population and low-income immigrants from Eastern Europe. This would include both interpersonal communication and programmatic materials. Conversely, this language barrier presents an opportunity to reach out to relevant organizations for assistance and input on how these various groups can be reached. This might include access to newsletters in other languages, special events, expanded networks of contacts, or volunteers willing to do translation work. Some ways we are working on decreasing these barriers are:

- SNAP-Ed and EFNEP programs hired multi-lingual staff (Spanish and Russian) for teaching educational classes and translating materials.
- Clark Extension office is working with statewide Civil Rights Coordinator to provide a language link program to all programs.

Outreach to Protected Populations: Understanding Cultures

After identifying a protected population class, most staff express frustration at attracting these populations to their programs. Clearly, this presents an opportunity to examine how and where Extension programs present their message, as well as the message itself. Programs are designed based on the needs of the audience to be reached. The challenge for many of Extension's programs will be to examine the needs of all our communities and adjust our programs accordingly. It has been a challenge in collecting REG data for some programs because programs have different methods on how they collect. Starting in 2024 all REG data from the following programs will be collected from state-wide sources: SNAP-Ed, EFNEP, 4-H and Master Gardener. All other programs data will be collected on a quarterly basis and send to statewide Civil Rights Coordinator (ANR research, Small Acreage, and other Health and Nutrition programming).

Examples of constraints raised by staff included indications that some groups may not have a strong volunteer ethic due to their cultural background or economic situation. This makes it difficult to recruit some protected classes into Extension's volunteer training programs. Possible responses include recruiting and training key individuals to provide outreach within their community. In 2024 will be working with the statewide Civil Rights Coordinator to implementing training for volunteer competencies.

Illiteracy is another related issue raised by staff. This would certainly lessen the impact of outreach materials, even if they are bilingual. One opportunity that such a community would offer is to work with radio stations catering to such a community, or to promote a program within the community through personal contact. Even when materials can be provided in other languages, some members of a community may not be able to read and/or write in their own language. This is a nationwide challenge.

Another avenue exists with the emerging social media communities, such as facebook and twitter, among others. There is evidence that protected classes do make use of social media:

A Georgetown University study compared the use and effects of social media and determined that Hispanic and African Americans are more likely to use it to learn about and become involved in social issues than whites through social media.

The challenge staff face will be to find the social media avenues and sites that are used by local protected classes and to effectively use those avenues.

Workshop / Training Location

With the advent of our office move to our current site in a more urban setting, it provided staff a more accessible site to not only hold workshops, but also develop hands-on activities on the 79 acres site. The Heritage Farm location offers bus service, proximity to the major north-south I-5 freeway, and large traffic volumes on 78th Street. In addition, there are more venues in the area of the office for larger meetings that do not fit the office meeting spaces.

Staff continue to hold events around the county dependent on the audience targeted. Holding activities and programs off the Extension campus greatly increases Extension's presence in the community. Staff continue to develop the strategy of providing events at other groups locations. One such location is the Fourth Plain Commons and community hub. It includes affordable housing on the upper floor and flexible community space that can be used for community education and events.

Time Commitment

It can also be difficult for staff to balance the time commitment necessary to ensure that all reasonable effort is made to reach protected populations with pressure to produce quantity of clientele served. The challenge inherent in this area will be to encourage staff and faculty to participate in training that enables them to identify the needs of our diverse populations more easily and to adjust their program activities as necessary. Ultimately, all staff need to understand and incorporate the standard of "reasonable effort" into the way we do business.

One effective strategy for staff comprises working more with agencies and NGOs already working with protected classes to design programs for them (rather than inviting to our programs). This can lessen the time commitment while also building important partnerships.

MEETING CIVIL RIGHTS GOALS

Advisory Systems

Most office Extension programs rely on informal, ad hoc advisory input to guide program direction. Extension programs in Clark County face the challenge of periodically reassessing how they gather input and guidance from potential clientele, both to include the diversity of county residents and also to intuit the ever-changing needs of those residents.

Office staff feel that standing advisory committees can work well for some fairly structured programs, such as 4-H, but that for other program areas, this type of advisory system presents a time-consuming and ultimately ineffective method for gathering input and advice. For this reason, this plan addresses composition and purpose of advisory systems, not the structure which is left to the discretion of program leads.

Office Advisory System

Composition. A focus group of 10 - 15 people will be convened. At least one-third of the group will consist of county residents not currently aligned with Extension programs. At least one-quarter of the participants will be members of protected classes. All staff will supply names of potential focus group participants and all faculty will also participate.

The above process has been used in the past and in 2025 and plan will be put into place that annually convenes an advisory committee.

Lead. The office Director will lead this process with assistance from faculty and staff.

Programmatic Advisory Systems

Office programs tended to often use advisory groups for each separate program sub-area with few overall program advisory groups. Also, these sub-area advisory groups tended to be entirely composed of current partners or clients of the program, with limited external input.

General Programmatic Advisory Systems. Each program area (Horticulture, 4-H, Natural Resources, and Family & Consumer Sciences) will convene advisory groups for their program area that includes representation from protected classes and people not directly involved in their programs. These groups will provide guidance on program direction. Leads will document meetings in the Civil Rights file.

Evaluation. These advisory groups will have met at least annually. While the same people need not participate each time, the composition will include protected classes and people external to Extension programs.

Current Program Specific Advisory Systems. While existing advisory groups represent protected classes in aggregate, wide disparity occurs between each group. More minorities should be represented in certain program advisory committees. While convening program area advisory groups will mitigate this to some extent, efforts must also occur at the sub-program area level.

Evaluation. Each program area will consult at least two representatives of protected classes on programmatic direction within their respective sub-areas. This will be documented in the Civil Rights file.

Leads. Each faculty member will be responsible for ensuring sub-area programs under their direction make a reasonable effort to diversify the composition of the individual advisory groups.

Training

Civil Rights responsibilities will be discussed at every Clark Extension monthly staff meeting. When it is applicable Civil Rights trainings will also be provided at these meetings. Such as sexual harassment, ADA and non-discrimination. These will then be filed into the Teams Civil rights files under 4b. Training and Records.

Program Supervisors will be responsible for encouraging and facilitating their staff participation in trainings which could include group or individual.

Director will work with statewide Civil Rights Coordinator on updated training for Extension volunteers.

Programming

Program Promotion

Extension programming relies on a variety of promotional outlets. This includes, social media (Facebook, Instagram), Extension website, mass media advertisements and public service announcements in local newspapers (Columbian and the Reflector) and occasionally on local radio stations. However, outreach to better reach more diverse audiences has improved. The advent of electronic lists and social media offer two examples.

Staff will continue to seek out other outlets that will more likely reach protected classes. Examples of potential outlets include community or faith-based newsletters, non-English newsletters, non-English radio stations, contacting community leaders, and working through churches and other NGOs. Personal contact remains the most productive means of assessing the needs of protected classes and in promoting Extension programs. See example flyers in Spanish and Russian in Outreach Program files in Teams folders.

One continuing issue remains outreach in the more rural areas which are less diverse than more urban areas. While the farm and natural resource programming in these areas of the county undoubtedly reach low income (limited resource residents), it remains very difficult to document.

Evaluation. Each program area will demonstrate and document at least two targeted media approaches annually. These will be documented in the civil rights files. Staff will place special emphasis on targeting those geographical locations where census data indicate protected classes cluster.

Program Location

The office move in May 2011 placed the office on mass transit lines, within a half mile of the major north-south freeway, and in an urban part of the county. As part of our agreement with Clark County in moving us to the site, there are expectations to maximize programming done on site. In addition, staff will look for other venues to hold some of their classes / trainings during the year to affect a better geographic spread within the county.

Evaluation. Programs will locate activities to maximize participation by protected classes.

Leads. Each Program Lead/Supervisor is responsible for ensuring that staff in their program area utilize locations accessible by protected classes to the extent feasible.

Program Modification

Despite diversified advertising, better identification of protected classes, and protected class input through revamped advisory systems, some protected classes will not be reached without modifying program content to meet the different needs of their communities. Whether due to cultural differences, different world views, or other differences with the mainstream white populations, some Extension outreach methodology and content exclude some people. Potential differences include, but are not limited to:

- ◇ Some cultures need individual or small groups to learn in, they do not attend regular workshops for this reason. The Hmong are one example.
- ◇ Language barriers may require staff to use translators and/or smaller groups.
- ◇ Some cultures rely more on exclude some populations. Materials, even in a native language, may not be effective.
- ◇ Some low-income immigrants, especially from Eastern Europe, may be suspicious of government sponsored events. Working through community leaders may be more effective in this case, as well as bringing the event to the clientele.

Clark Extension office is working with statewide Civil Rights Coordinator to provide a language link program to all programs.

Since these types of modification will be program and group specific, no specific office goals are listed.

Evaluation. Each program sub-area will document in the civil rights file what they found to be the differences in culture / groups that they contacted, as well as how they modified their program to accommodate a protected class.

Lead. Each faculty will monitor the civil rights files for their programs.

Public Notification

Statement of Program Availability

All program materials and press releases should have the non-discrimination and ADA statement on them. Periodically, mostly due to staff changeover, these statements get left off.

Evaluation. All materials and notices will include the non-discrimination and ADA statement. All templates for materials will include this statement as well. Press releases will also contain this information as well as promotional advertisements. These releases will be sent to organizations working with the various protected classes. Artwork and graphics will be representative of Clark County's diverse populations.

Whenever possible programs will use the following language:

ADA:

If you need a reasonable accommodation or language access to participate in this event, please contact Kristine Perry, Kristine.perry@wsu.edu or 564-397-571 no later than two weeks from the event. Language access services, such as interpretation or translation of vital information, will be provided free of charge to limited English proficient individuals upon request.

Non-discrimination:

- Statement of Non-discrimination. Make sure “WSU is an equal opportunity provider” is used when materials are too small but use the full statement when applicable. The full statement is below:

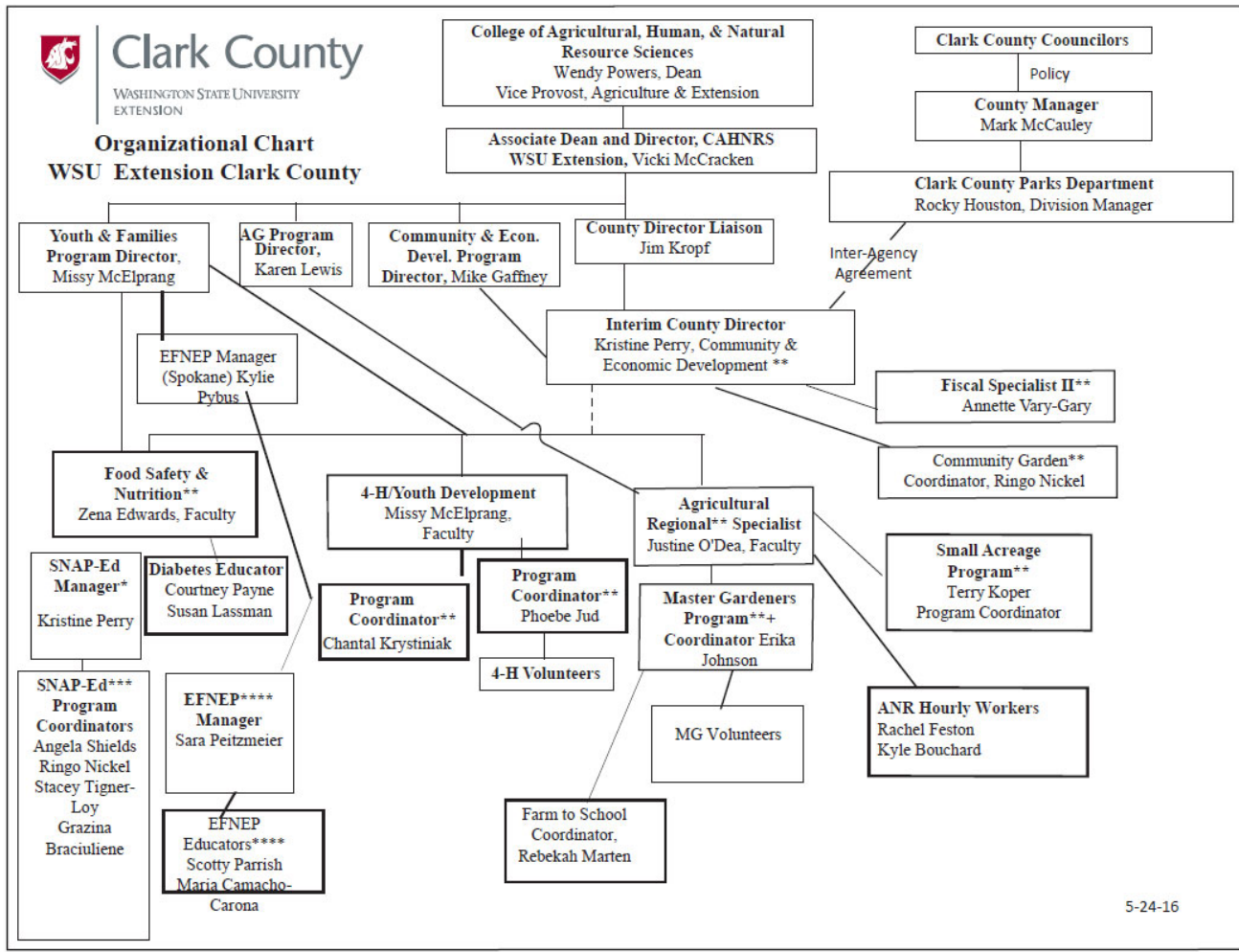
In accordance with Federal law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, disability, and reprisal or retaliation for prior civil rights activity. (Not all prohibited bases apply to all programs.) Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, and American Sign Language) should contact the responsible State or local Agency that administers the program or USDA’s TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. To file a program discrimination complaint, a complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online at <https://www.ocio.usda.gov/document/ad-3027>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by: (1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or (2) Fax: (833) 256-1665 or (202) 690-7442; or (3) Email: program.intake@usda.gov. This institution is an equal opportunity provider or report violations through your local Extension office.

Staff & Volunteers

The Director developed a brochure that outlines the complaint procedures that will be discussed with handed out to staff and current volunteers an annual basis. Working with statewide Civil Rights Coordinator to provide annual training for volunteers.

Leads. County Director will monitor the civil rights files for all programs.

Organizational Chart



** Paid partially through county grant *** Paid through USDA - FSNEP **** Paid through USDA - EFNEP + Paid partially through county grant, MGFoundation ++ ARS

Documentation

Civil Rights Files

Office civil rights files are located in the Teams folder
<https://emailwsu.sharepoint.com/:f:r/teams/county.group.3-ClarkCounty-CivilRights/Shared%20Documents/Clark%20County%20-%20Civil%20Rights?csf=1&web=1&e=nOcQqH>

Staff will work with County Director to input all data into folders. The files follow the organization outlined in
[https://emailwsu.sharepoint.com/:b:r/teams/wsu.clarkcountyextension/Shared%20Documents/Civil%20Rights/Annual%20County%20Civil%20Rights%20Checklist%20and%20Filing%20Guide%20\(3\).pdf?csf=1&web=1&e=LyFa80](https://emailwsu.sharepoint.com/:b:r/teams/wsu.clarkcountyextension/Shared%20Documents/Civil%20Rights/Annual%20County%20Civil%20Rights%20Checklist%20and%20Filing%20Guide%20(3).pdf?csf=1&web=1&e=LyFa80) under the filing guide which explains what each section should contain.

It is critical that each program write up “reasonable efforts” at outreach and education to events, explaining promotion and the event and who participated.

Lead. County Director will monitor the civil rights files for all programs.

Annual Civil Rights Contacts

Starting in 2024 all REG data from the following programs will be collected from state-wide sources: SNAP-Ed, EFNEP, 4-H and Master Gardener. All other programs data will be collected on a quarterly basis and send to statewide Civil Rights Coordinator (ANR research, Small Acreage, and other Health and Nutrition programming).

Lead. County Director will monitor the civil rights files for all programs.

Partner Compliance with Civil Rights

An Excel spreadsheet, located on the Civil Rights Team site in each year 3e. Organization Compliance Statements or Bylaws folder contains the master list of all programmatic partners and whether they have submitted compliance statements. The master list also details which program file the compliance letter can be found, the date the request was sent, when it was received, and which programs partner with that organization. New partners will be asked to submit this compliance statement before assistance is rendered.

<https://emailwsu.sharepoint.com/:f/r/teams/county.group.3-ClarkCounty-CivilRights/Shared%20Documents/Clark%20County%20-%20Civil%20Rights/2024%20Clark%20County%20Extension/3e.%20Organization%20Compliance%20Statements%20or%20Bylaws%20Clark%20Extension?csf=1&web=1&e=vDQFc5>

Lead. County Director will monitor the civil rights files for all programs.

Evaluation

Plan Effectiveness

Plan implementation will be evaluated annually by program staff in concert with the Director. Each program lead/supervisor is responsible for monitoring the online civil rights files for their program to ensure they are current.

Evaluation

All faculty and staff are required to document reasonable efforts to reach protected classes and their progress comprise one element of their annual reviews.

King County Extension Civil Rights Plan – 2023 - 2024

Situation Statement

King County, located on Puget Sound in the western part of Washington state, encompasses a diverse and populous region, including major urban centers like Seattle and Bellevue, as well as numerous suburban and rural communities. It is situated on the homeland of several indigenous tribes, including the Muckleshoot, Snoqualmie and Duwamish peoples. King County is known for its economic vitality, cultural richness, and natural beauty, with the Puget Sound, Cascade Mountains, and innumerable parks and green spaces providing a backdrop to its dynamic urban environment.



King County is the largest county, by population, in the state and is the 13th most populous county in the country with more than 2,269,000 people (2020 estimate by US Census Bureau), which is nearly one-third of the state’s population. This population has grown 50% since 1990 (see charts below). Geographically, King County is the 11th largest county in Washington, covering more than 2,100 square miles, nearly twice as large as the average county in the U.S. The county ranges from the crest of the Cascade Mountains, through forested land, into once fertile

agricultural floodplains to the Puget Sound.

King County has 39 incorporated cities ranging in population from over 779,000 in Seattle (2023 Census estimate), the largest city in both in the county and the state, and 154,000 in Bellevue to Skykomish and Beaux Arts with fewer than 400 residents each. Eighty-nine percent of the population lives in incorporated areas of the county with eleven percent living in unincorporated areas. Even with this large suburban population, there is a large disparity in density across the county with most of the population located in the western third of the county and 20% of the population, residing in unincorporated King County, lives on 82% of the county’s land area.

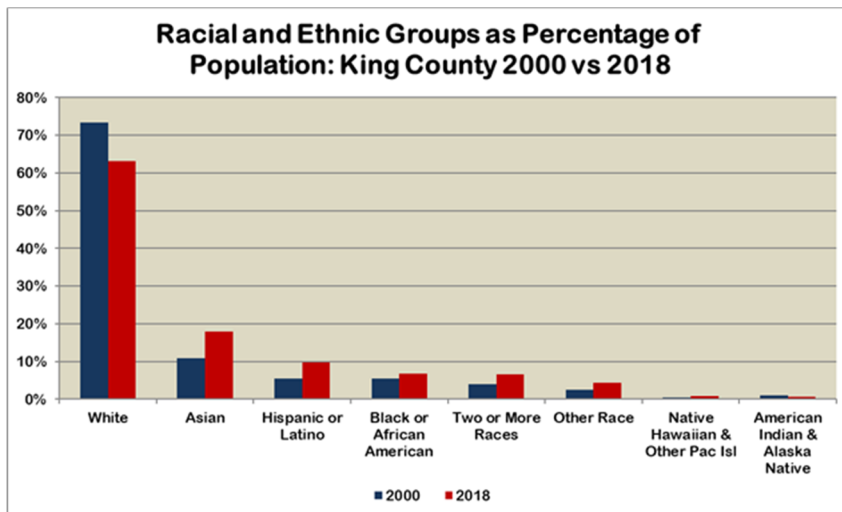
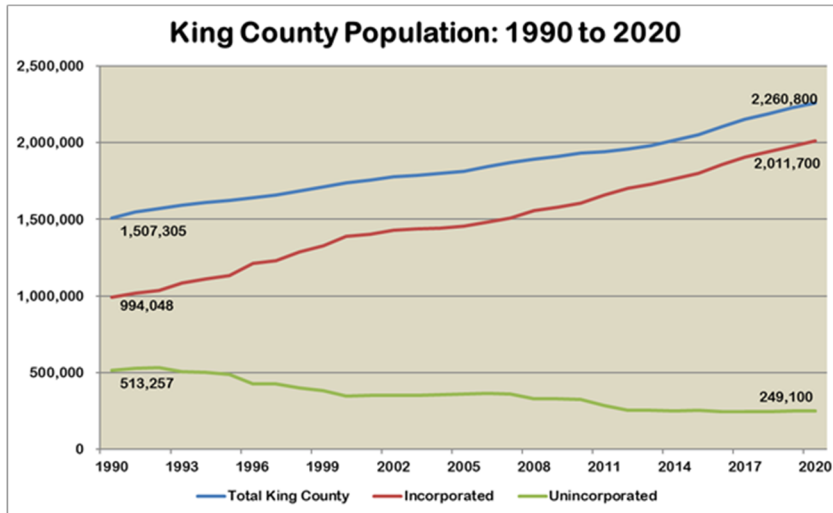
Economically, King County serves as a major economic engine for the state of Washington. Its diverse industries include technology, healthcare, aerospace, retail, and the arts, contributing significantly to the regional and national economy. However, economic disparities persist within the county, with pockets of poverty and housing affordability challenges, particularly in the urban areas.

King County is also renowned for its commitment to environmental sustainability. Efforts to protect and preserve natural resources, reduce carbon emissions, and promote public transportation have been notable, yet there remain ongoing concerns regarding air quality, water pollution, and climate change impacts on the region.

Public safety is another critical concern within King County. While it benefits from a generally low crime rate compared to other urban centers, issues of homelessness, substance abuse, and mental health issues (particularly in youth) continue to be critical issues facing the residents.

Transportation and infrastructure represent both strengths and challenges for King County. The region boasts a robust public transit system, including buses, light rail, and ferries, but faces ongoing issues related to traffic congestion, aging infrastructure, and equitable access to transportation options, particularly in underserved communities.

In summary, King County, Washington, is a diverse and vibrant region with a mix of economic strengths, cultural richness, and environmental assets. However, it also grapples with significant challenges including economic disparities, environmental sustainability, equity and inclusivity, public health, public safety, and transportation infrastructure. Ongoing efforts by various stakeholders, including WSU Extension, aim to address these issues and create a more equitable, sustainable, and thriving community for all residents of King County.

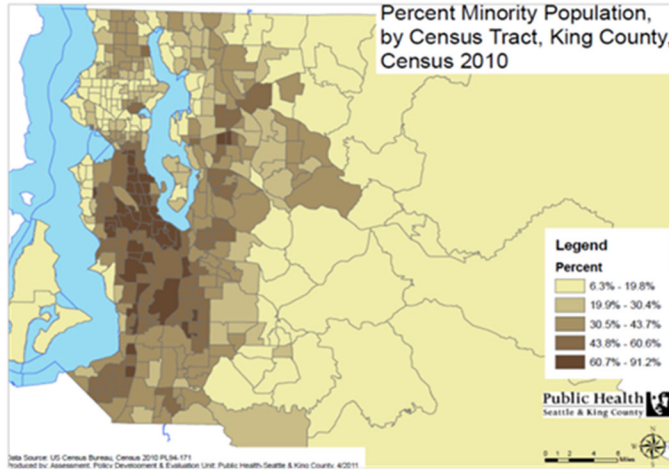


Source: <https://kingcounty.gov/en/legacy/independent/forecasting/king-county-economy-status/king-county-economic-indicators/demographics>

Racial/Ethnic Populations

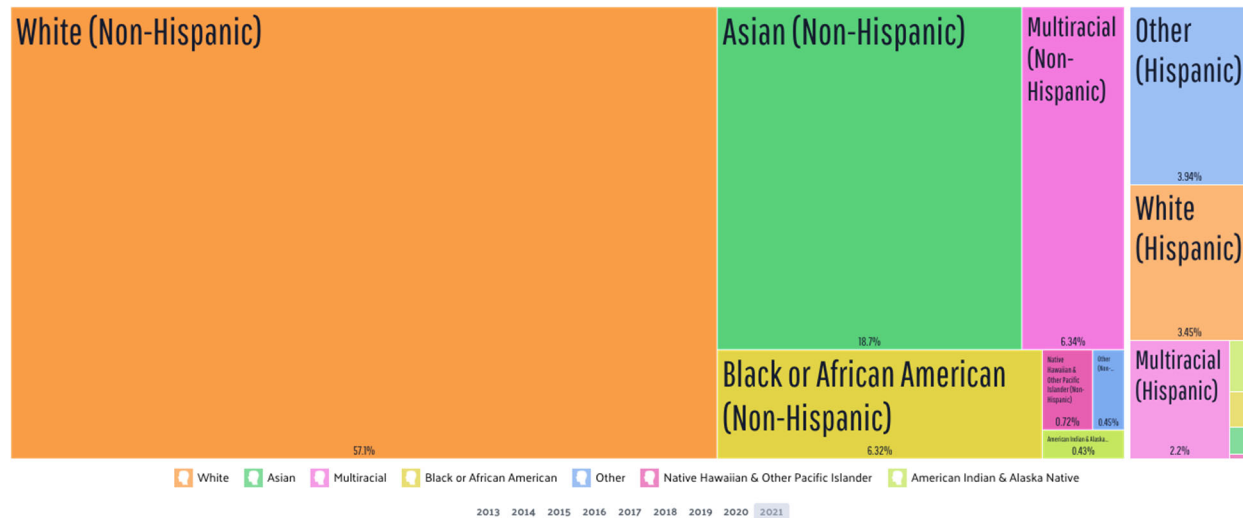
Between 2000 and 2018, King County witnessed a decline in the percentage of white residents, while nearly every minority category experienced growth, notably the Asian and Hispanic populations. In 2018, Asian residents comprised 18% of the county's population, a significant increase from 10.8% in 2000, while the Hispanic population rose to 9.8%, up from 5.5% in 2000. Similarly, the trend across the United States during this period reflects a decrease in the white population, with Hispanic and Asian residents notably expanding their share of the total population. Detailed 2010 Census data reveals that although King County is diverse, much of this diversity is concentrated in specific areas, with high

minority populations in South Seattle and southwest King County, while the eastern regions remain predominantly white (KingCounty.gov, 2024). Refer to the chart below for further details.



In 2021, there were 3.06 times more White (Non-Hispanic) residents (1.28M people) in King County, WA than any other race or ethnicity. There were 418k Asian (Non-Hispanic) and 142k Two+ (Non-Hispanic) residents, the second and third most common ethnic groups. 10% of the people in King County, WA are Hispanic (224k people).

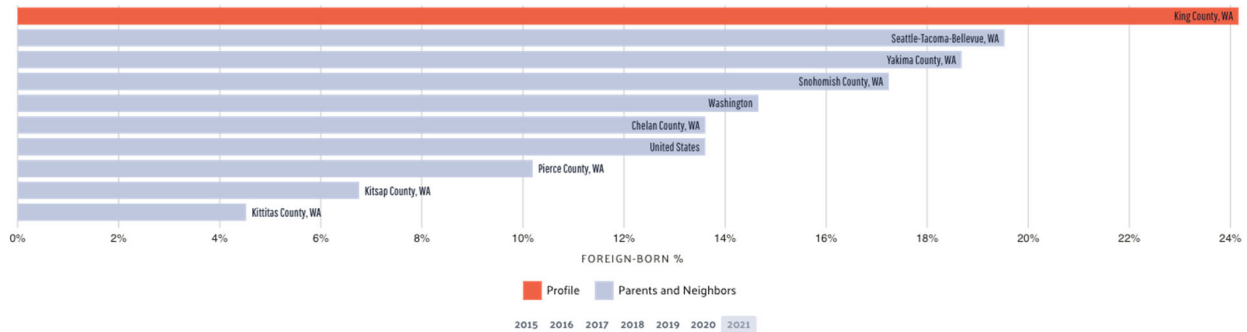
Races represented in King County, WA as a share of the total population.



Source: Data USA

In recent years, King County has experienced a significant population surge, largely attributed to an influx of foreign-born residents. In 2000, 15.4% of the county's population was born abroad, a figure that escalated to 23.5% by 2018. Over the same period, the total population of King County increased by approximately 496,000 residents, with around 255,000 of these newcomers being foreign-born individuals, representing 52% of the total population growth. As of 2021, 24.2% of King County's residents, totaling 541,000 people, were born outside of the United States, surpassing the national average of 13.6%. This upward trend continued in 2020, where the percentage of foreign-born citizens in King County reached 23.7%, indicating a sustained increase in the foreign-born population. The

following chart shows the percentage of foreign-born residents in King County, WA compared to that of its neighboring and parent geographies (King County Government, 2024) (DataUSA, 2024).



Source: DataUSA

Age and Educational Demographics

The median age in King County is 37.1 as of 2021, with young and middle age adults being the majority. There are less school age and retired people, when compared to the state and US (Censusreporter.org).

Age

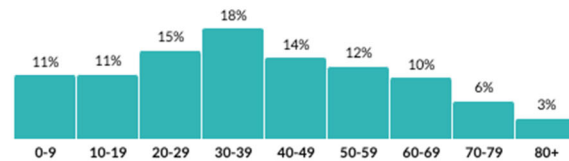
37.5

Median age

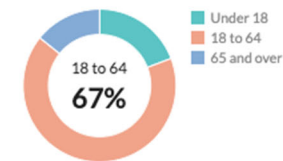
about the same as the figure in Washington: 38.4

a little less than the figure in United States: 39

Population by age range



Population by age category



Hide data / Embed

Show data / Embed

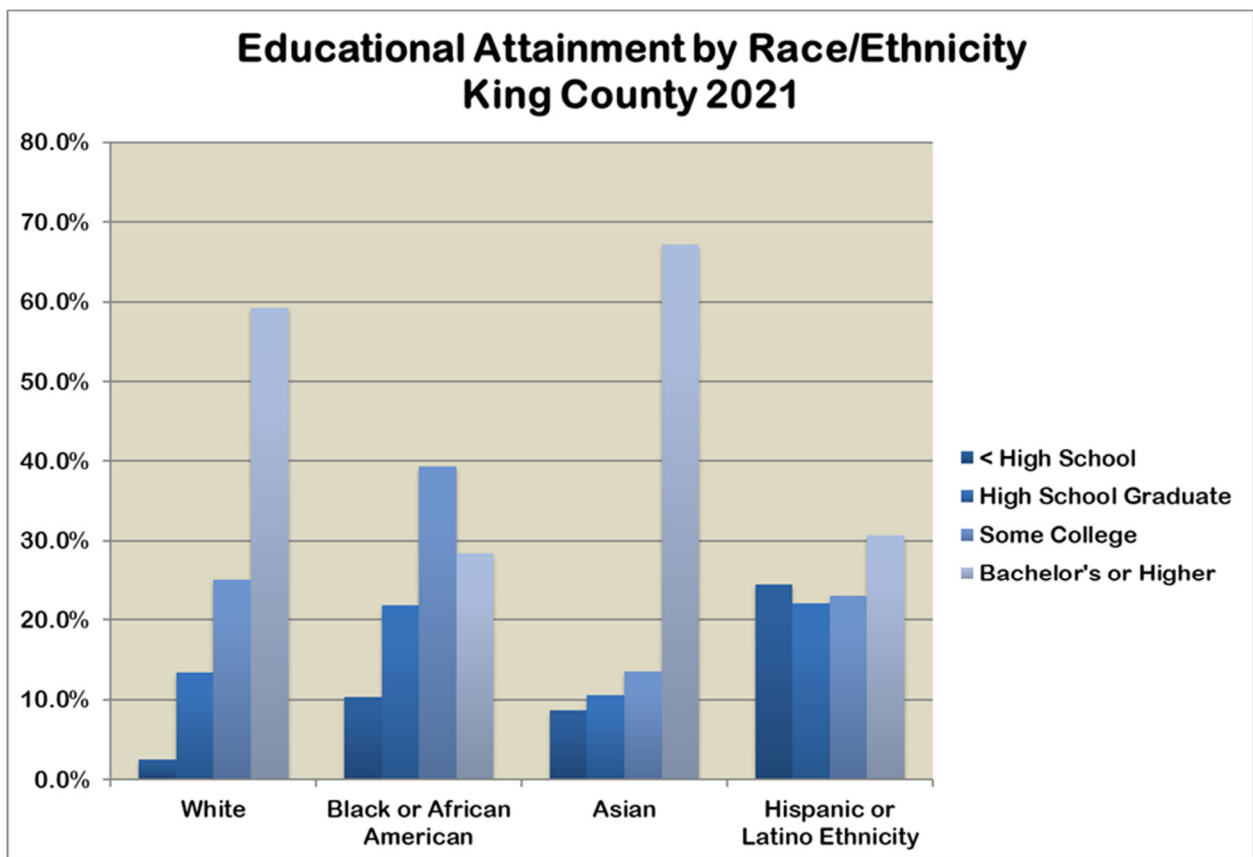
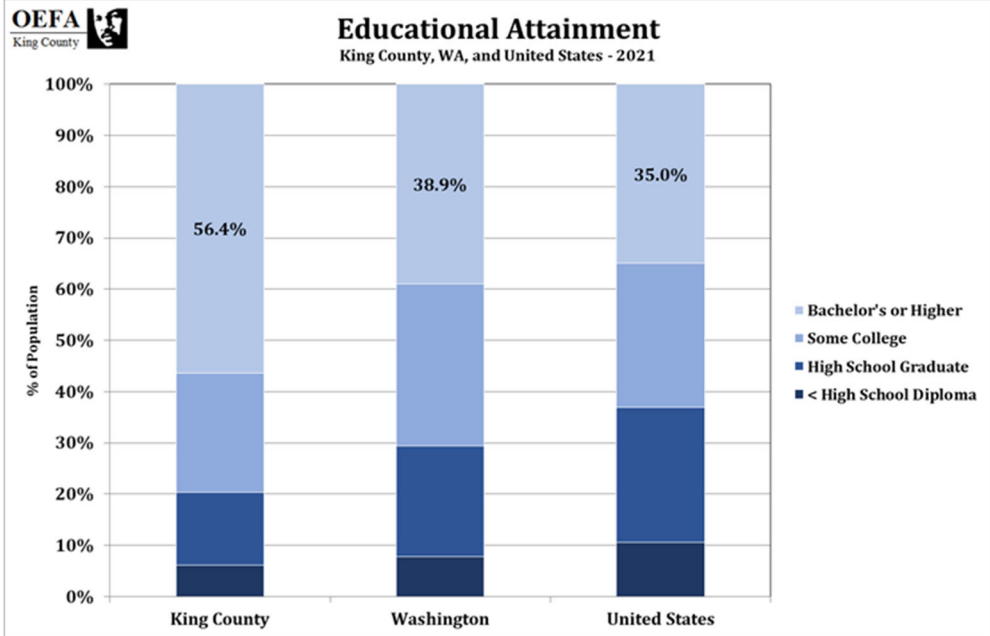
Population by age range (Table B01001) [View table](#)

Column	King County		Washington		United States							
0-9	10.6%	±0%	241,180	±4,810.4	11.4%	±0%	885,757	±10,367.6	11.4%	±0%	38,128,513	±71,809.7
10-19	10.7%	±0%	243,161	±4,738.8	12%	±0%	930,466	±10,601	12.9%	±0%	43,005,872	±78,695.9
20-29	14.7%	±0%	333,421	±5,044.9	13.6%	±0%	1,060,831	±10,896.3	13.3%	±0%	44,453,668	±79,077.9
30-39	18.5%	±0%	418,166	±0	15.5%	±0%	1,204,030	±10,497.4	13.7%	±0%	45,561,495	±69,487.7
40-49	13.5%	±0%	306,903	±5,182.8	12.7%	±0%	990,176	±10,730.7	12.4%	±0%	41,352,710	±65,438.1
50-59	12.2%	±0%	275,684	±3,983.7	11.9%	±0%	924,840	±8,747.5	12.4%	±0%	41,389,136	±62,828.2
60-69	10.2%	±0%	231,263	±6,591.6	11.7%	±0%	907,416	±12,974.1	12%	±0%	40,133,350	±88,657.1
70-79	6.3%	±0%	141,817	±4,486.2	7.8%	±0%	607,572	±8,489.7	7.9%	±0%	26,344,036	±58,499.3
80+	3.3%	±0%	75,194	±3,470.3	3.5%	±0%	274,698	±6,605.5	3.9%	±0%	12,918,782	±50,450.4

Educational Attainment

King County is home to 15 institutions of higher education, including the state’s largest university, the University of Washington. It is one of the most educated regions in the United States, with over 56% of residents 25 and older holding a Bachelor’s degree. There are significant disparities in educational attainment when controlling for race and ethnicity. See charts below.

(<https://kingcounty.gov/en/legacy/independent/forecasting/king-county-economy-status/king-county-economic-indicators/copy-of-educational-attainment#:~:text=King%20County%20enjoys%20a%20reputation,is%20strongly%20correlated%20with%20wages.>)



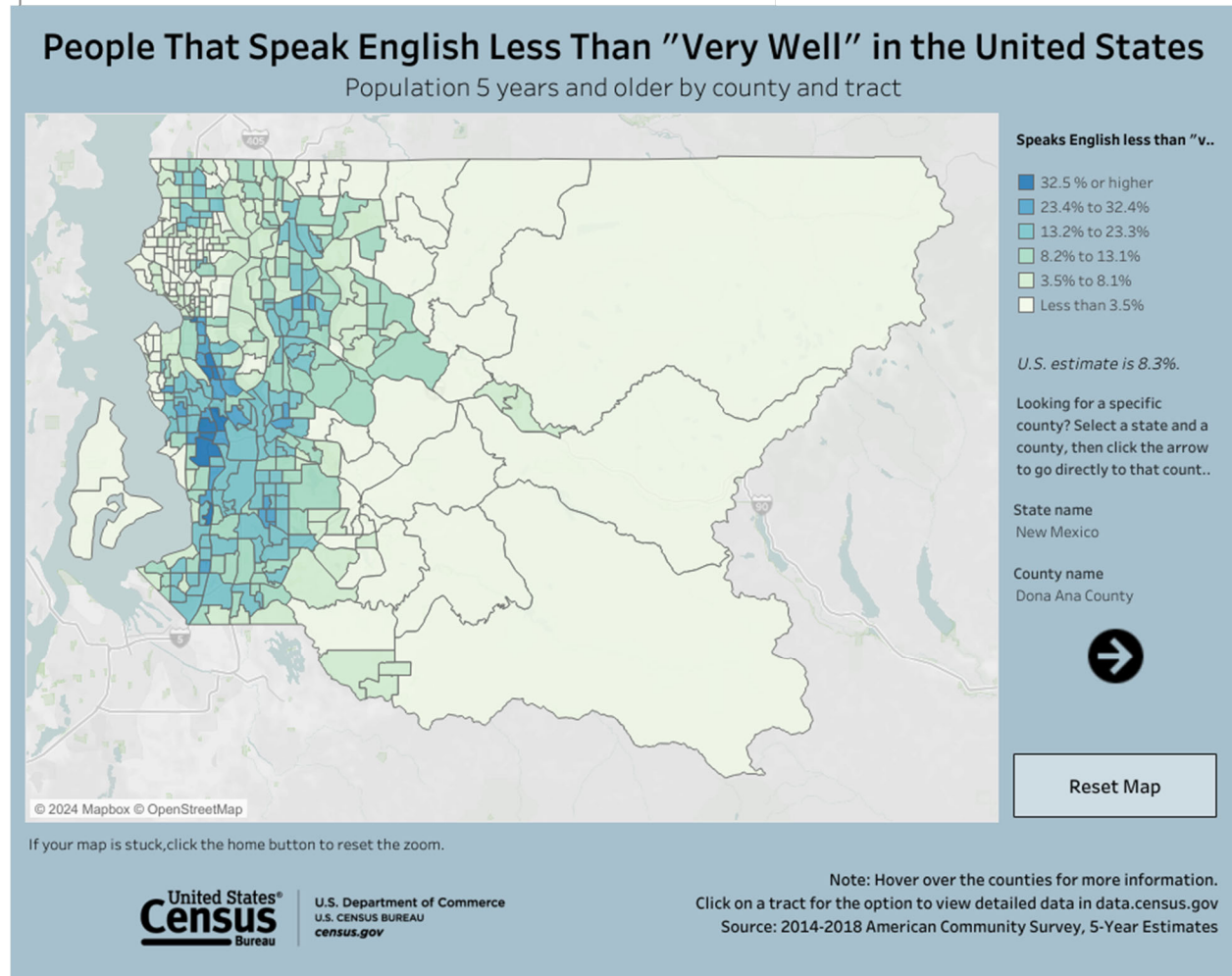
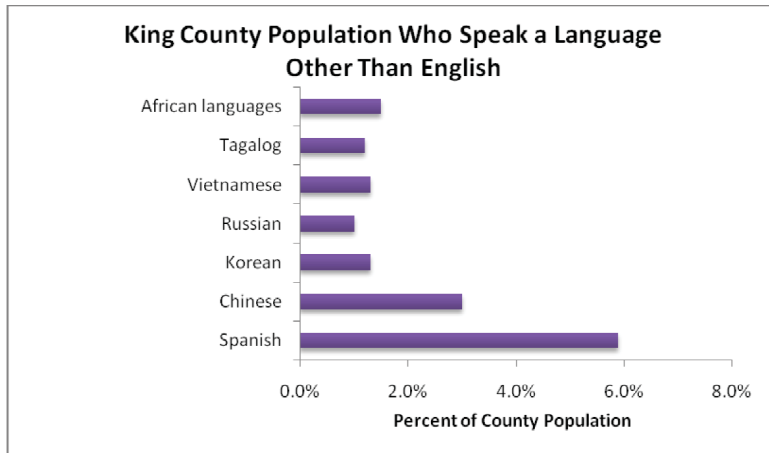
Source: King County Government

School System

King County has 490 public schools in 21 districts, with just over 253,000 students enrolled. The largest – Seattle School District – serves nearly 52,000 students in 109 schools.

Limited English Proficiency (LEP)

King County boasts a rich tapestry of linguistic diversity, with 29.4% (higher than state average of 20.5%) of people speaking a language other than English at home. Spanish is the largest language spoken at home, with 6.6% of people speaking Spanish at home. Many other languages are spoken daily, and some areas can have dozens used regularly. The languages and percentages of people that speak English “Very Well” based on the 2010 census and American Community Survey are below.



King County, Washington

Source: American Community Survey
Aggregate Data, 5-Year Summary File, 2006–2010

Show more languages spoken in King County

Sort alphabetically

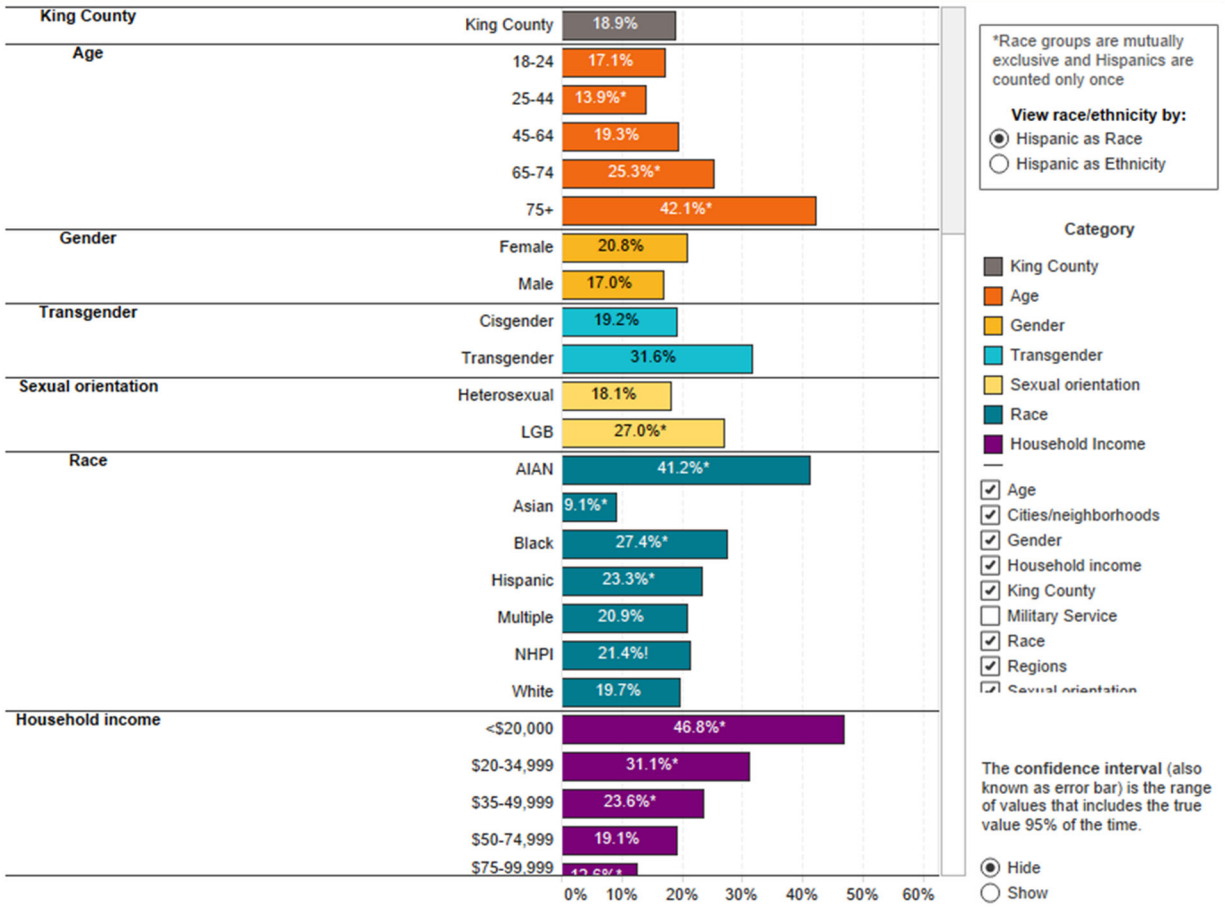
	Ages 5 +	%
English	1,334,375	75.71%
All languages other than English combined	428,104	24.29%
Spanish	110,512	6.27%
Chinese	54,561	3.10%
Vietnamese	32,083	1.82%
African languages	25,231	1.43%
Tagalog	24,511	1.39%
Korean	22,078	1.25%
Russian	17,255	0.98%
Other Asian languages	13,099	0.74%
Japanese	12,286	0.70%
Other Indic languages	11,917	0.68%
Other Pacific Island languages	11,504	0.65%
French	10,480	0.59%
German	9,954	0.56%
Hindi	9,222	0.52%
Other Slavic languages	8,858	0.50%
Other Indo-European languages	6,088	0.35%
Mon-Khmer, Cambodian	5,365	0.30%
Laotian	4,841	0.27%
Persian	4,707	0.27%
Scandinavian languages	4,318	0.24%
Arabic	3,459	0.20%
Italian	2,794	0.16%
Thai	2,618	0.15%
Polish	2,598	0.15%
Serbo-Croatian	2,503	0.14%
Portuguese	2,233	0.13%
Urdu	1,843	0.10%
Greek	1,733	0.10%
Other West Germanic languages	1,624	0.09%
Total:	1,762,479	

Data are estimates based on a sample and are subject to sampling variability. Data are not displayed where there were insufficient samples with which to compute an estimate.

Disabled Persons

From 2017 to 2021, 18.9% of King County adults were living with a disability, with older adults most likely to be disabled. Other factors impact likelihood of living with a disability. Details can be found in the chart below. (<https://www.communitiescount.org/living-with-a-disability>)

Disability (adults), King County (average: 2017-2021)



^ = Data suppressed if too few cases to protect confidentiality and/or report reliable rates
 * = Significantly different from King County average
 ! = Interpret with caution; sample size is small, so estimate is imprecise

AIAN = American Indian/ Alaska Native
 NHPI = Native Hawaiian/ Pacific Islander
 LGB = Lesbian, gay, or bisexual

Source: Behavioral Risk Factor Surveillance System PHSKC, APDE; 05/2023

Income and Poverty

Poverty rates in King County are complex and multifaceted. Despite being one of the wealthiest counties in the United States, significant pockets of poverty persist due to factors such as rising living costs, stagnant wages, limited access to affordable housing, healthcare, and education, as well as systemic issues like racial discrimination and disparities in educational attainment. These factors contribute to a situation where many individuals and families in King County struggle to meet their basic needs and experience barriers to upward mobility.

8.43% of the population for whom poverty status is determined in King County, WA (186k out of 2.21M people) live below the poverty line, a number that is lower than the national average of 12.6%. The largest demographic living in poverty are Females 18 - 24, followed by Females 25 - 34 and then Males

18 - 24. The most common racial or ethnic group living below the poverty line in King County, WA is White, followed by Asian and Hispanic. See chart below for details.

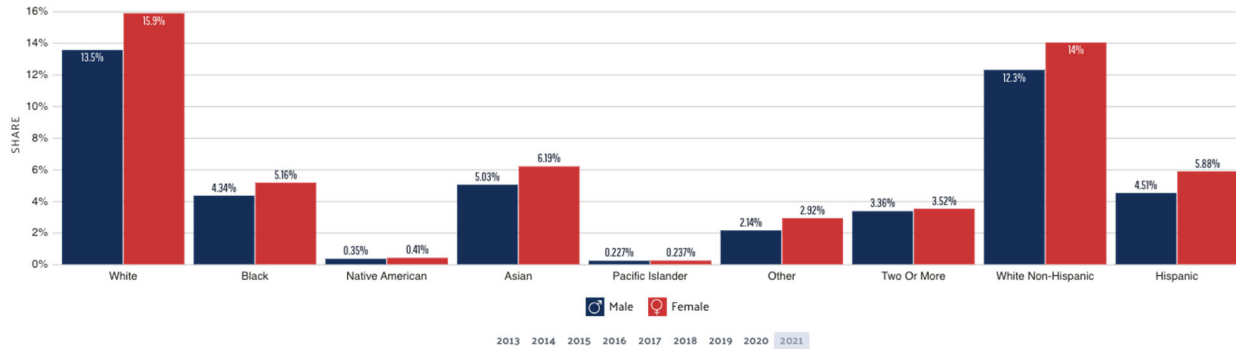


Chart: Poverty in King County, source DATAUSA

Employment Report and Industry Summary

Kings County is home to some of the most recognizable names in the information technology and software field, such as Microsoft, Amazon.com, Adobe, Nintendo, T-Mobile, Expedia and RealNetworks. As a result it has one of the highest concentrations of technology expertise in the country. The corporate headquarters for Starbucks is also in King County. Although the Boeing Company moved their corporate headquarters to Chicago in 2001, many branches of the company remain in King County.

From 2020 to 2021, employment in King County, WA grew at a rate of 0.285%, from 1.23M employees to 1.23M employees.



Chart: Employment by Industry, source DataUSA

The most common employment sectors for those who live in King County, WA, are Professional, Scientific, & Technical Services (211,631 people), Retail Trade (147,445 people), and Health Care & Social Assistance (144,469 people). This chart shows the share breakdown of the primary industries for residents of King County, WA, though some of these residents may live in King County, WA and work somewhere else. Census data is tagged to a residential address, not a work address. See chart below for more details on King County Occupations.

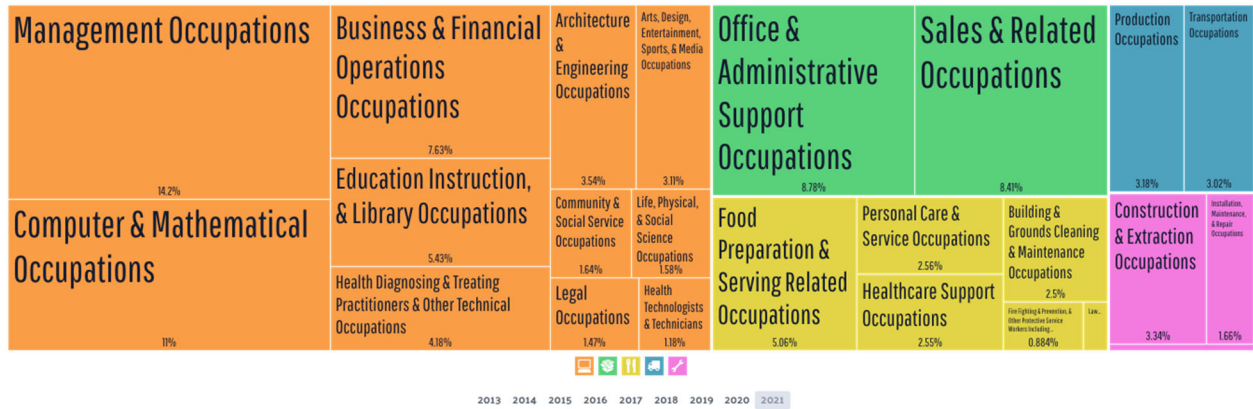


Chart: Employment by Occupation, source: DATAUSA

Compliance Plan

Training

King County Extension Faculty, Staff, and volunteers are up to date with mandatory trainings offered by WSU. These include Navigating Differences (Cultural Competence) and various anti-discrimination trainings hosted by the compliance and civil rights program at WSU. King County Extension’s (KCE) regularly discuss and share resources around equity and inclusion. Being 300+ miles from the University we rely on webinars, local training and partner meetings for our training in Civil Rights related matters. For over a decade, King County has had a commitment to Equity and Social Justice. The County has an Equity and Social Justice Strategic Plan (<https://aqua.kingcounty.gov/dnrp/library/dnrp-directors-office/equity-social-justice/201609-ESJ-SP-FULL.pdf>). Our work with partners continually focuses on serving all populations in the county.

WSU and King County Extension staff receive civil rights training including volunteers (Master Gardeners and 4-H Leaders). Trainings are included in staff meetings and volunteer training sessions. We hold scheduled, formal staff meetings to discuss civil rights rules, regulations, and training opportunities. A schedule is being developed to include quarterly Civil Right discussions at staff meetings for 2024.

When DEI or related trainings are offered, the director and other staff do their best to share and encourage the KCE team to take the training. For example, many of the staff are trained in Mental Health First Aid, and the Navigating Differences. Most staff members are part of various professional committees related to equity work across programs. DEI trainings, webinars, conferences, and more are regularly hosted by these entities. King County Extension excels in being at the fore front of equity work, and all staff are very involved and aware of opportunities in these areas.

Advisory System

The current advisory systems encompass the 4-H Association, Master Gardener Foundation, and various ad hoc groups utilized by programs. For instance, the Puget Sound Forestry program has recently initiated meetings with local foresters to enhance program coordination. Additionally, each program staff member is actively engaged in various local community groups, serving as informal advisory networks. REG data for these advisory groups are reported on the REG spreadsheets in Teams annually.

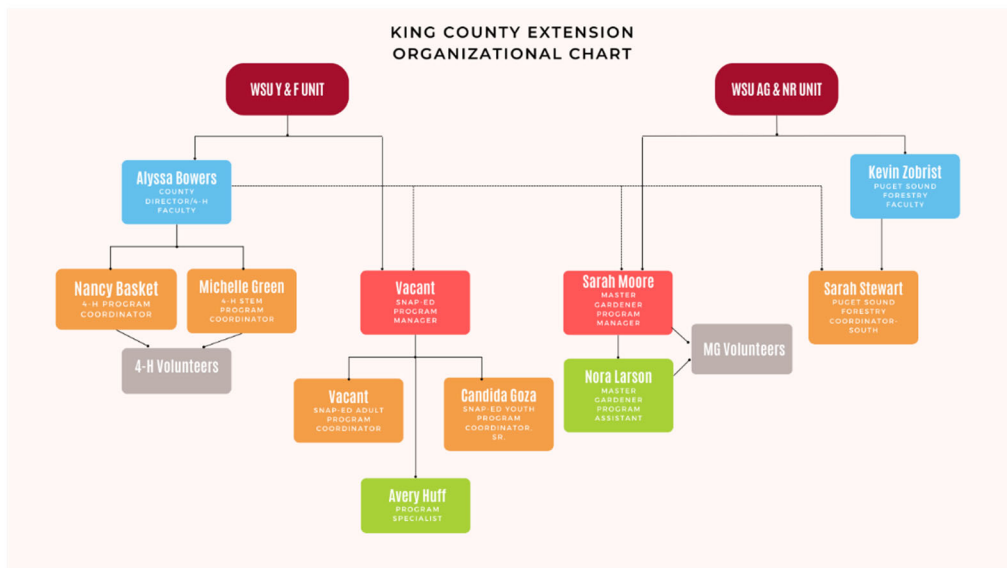
Given the already stretched staff time, limited faculty resources in King County, and the nature of urban Extension programming, managing large, in-house advisory groups may not be the most efficient use of resources. Therefore, the office opts to leverage volunteer groups, ad hoc committees, membership in

community groups, and needs assessments conducted by numerous local agencies in King County. This approach ensures that advisory support remains robust and relevant while optimizing resource allocation.

Programs

Write blurb about how the above impacts our programs and how we choose to target audience.

Organizational Chart



4-H Youth Development—King County

4-H Volunteer Management and Development

4-H New Leader Training

4-H Volunteer Training

4-H Youth Development and Leadership

Community Club Program

King County Fair

STEAM Education

Teen Citizenship and Leadership Development

Community-based Programming

Supplemental Nutrition Assistance Program Nutrition Education Program—King County

The Supplemental Nutrition Assistance Program Nutrition Education Program (SNAP-Ed) helps people in Washington with food insecurity increase access to healthy meals. WSU King County Extension SNAP-Ed

provides nutrition education and supports policy, systems, and environmental change projects that increase food access and health equity in South King County. The target population is set by the funding agency: individuals and communities receiving SNAP and other federal food assistance benefits. Due to these requirements, this program serves a disproportionate number of women and racial/ethnic minorities. In federal fiscal year 2022, WSU King County Extension SNAP-Ed reached a total of 2,534 low-income youth and 1,365 low-income adults through a combination of direct nutrition education activities (series classes), indirect activities (one-time community events, distribution of materials, etc) and policy, systems, and environmental change projects in schools, food banks, farmers markets, and affordable housing sites.

Program content is based on requirements of the funding agency, needs assessment of the target population, and advice from stakeholders in participating agencies. SNAP-Ed educators and coordinators create opportunities for participants to provide direct input in the topics covered and recipes featured to assure relevance to them. Participant and agency feedback are used to revise programming content whenever possible. Lessons are based in adult learning theory utilizing experiential tasks to enhance learning. Strategies used to decrease barriers include:

- **Language:** We offer programs using alternate language instruction, and/or translation of materials in Spanish and other languages whenever possible. Most written materials for SNAP-Ed programs are provided in English and Spanish, and occasionally in Vietnamese, Chinese, Russian, and Ukrainian. We work with community partners to provide appropriate translation and interpretation at community events.
- **Cultural:** Cultural conditions are assessed for programming based on the input of partner organization staff, include scheduling around religious, ethnic or holiday events, location of programs, and appropriate cultural food selection. WSU Cultural Competency training is offered to staff.
- **Economic:** There is no charge to SNAP-Ed participants or partner agencies.
- **Access:** Programs are provided by collaborating agencies. Staff and coordinators assess the facility for access, and work with the agency to provide appropriate access.
- **Other:** Programming is located in the community to decrease travel time and expenses. Most programming is accessible via public transportation. Adult programs are offered at various times of the week and the day/evening to accommodate different participant schedules.

Master Gardener Program—King County

Since it was founded 50 years ago, the Master Gardener mission has been to engage university-trained volunteers to empower and sustain diverse communities with relevant, unbiased, research-based horticulture and environmental stewardship education. We teach best practices for creating sustainable landscapes that enhance and protect our natural resources and improve the health and well-being of individuals and communities.

Each year we train new volunteers, equipping them with foundational knowledge to become horticultural educators in their communities. Trained volunteers continue their educational development in subsequent years to stay abreast of current research and our ever-changing environment.

The needs of our communities have evolved over the years and Master Gardeners have evolved to meet the challenges of today. Our priorities include growing food for local food banks, improving soil health and conserving water in your landscape, dealing with climate change and many others.

Volunteers engage with communities through a variety of programs. Have a gardening question? Ask it at one of our hundreds of free Answer-Clinics located throughout the state. Do you want to see sustainable gardening in action? Stop by for a tour or attend a workshop at one of our many Demonstration Gardens which demonstrate research-based gardening techniques and inspire young people to love gardening. Do you need a speaker for your organization? Our Speakers' Bureau volunteers teach topics important to your organizations. These programs and more are designed to further horticulture and environmental stewardship education in your community.

Puget Sound Forestry—King County

The WSU Extension Forestry program provides objective, research-based education and resources for owners of forested property as well as the general public. Owners of forested and wooded property in a six-county region in the Puget Sound Area, from the Cascade foothills to Key Peninsula and Vashon, Camano, Whidbey, and the San Juan Islands offers classes, workshops, and field days as well as publications, videos, and online resources are offered. Puget Sound Forestry also works in partnership with many local forestry and natural resource agencies to leverage strengths of the community for more impact. In King County, the following programs are offered:

Puget Sound Area Forest Stewardship Coached Planning courses

This flagship course teaches forest owners how to assess trees, avoid insect and disease problems, attract wildlife, and take practical steps to keep the forest on track to provide enjoyment and even income for years to come. Participants develop a Forest Stewardship Plan, which brings state recognition as a Stewardship Forest, may help qualifying landowners enroll in reduced property tax or conservation cost-share grant programs.

Field Days and Winter School

Winter School is the classroom counterpart to the summer field days. These programs teach participants to address challenges on their property, how to restore healthy forest conditions, and achieve their goals.

Workshops, Seminars, and Webinars

Short classes and workshops are offered throughout the year on various forest stewardship topics. The webinars are free, but pre-registration is required. Recent topics have included maple syrup harvesting, wildlife, and more.

ADA Compliance

The Extension office in King County complies with the ADA's latest standards. The ADA checklist for the new office suite was completed in 2024 and is available in the Teams folder. KCE is situated in a ground-level building with ramps to the sidewalk and designated handicapped parking spaces. Each program unit lead is responsible for ensuring ADA compliance for the facilities used for programming. Materials outlining how to evaluate facilities will be provided to unit leads for reference and use in training new staff or volunteers. All educational opportunities provided to the public by our programs are held in ADA-accessible locations. While some field tours may not be fully accessible without assistance, we strive to accommodate everyone in those events. Justice for All posters are posted in public areas of our office and taken to events off site so participants know how to contact someone in case of a violation.

Alternative means of participation, such as utilizing technology, have expanded accessibility to events, including those that may not be accessible in person. Zoom meetings and recorded trainings are available to many volunteers and participants who may otherwise face participation challenges. Recent technological advancements with AI have simplified captioning and note-taking for those in need.

Additionally, the Extension office facilitates arrangements for people with disabilities when contacted in advance of programming, including offering alternative means of participation. The County Director plans to create a centralized process for this to streamline everything. Each program currently has their own process for accommodations, with 4-H receiving the most requests annually. 4-H also has the most standardized process with state-wide forms that are used and signed by 4-H staff. Other programs are researching how to best take requests, and we anticipate receiving and responding to more requests as these processes come on board and are publicized more. All outreach materials must include language for requesting an accommodation, and each program lead is responsible for managing these requests in consultation with the county director as needed.

Language Access Plan

Currently, the office does not have a centralized process or repository for identifying sign language or second-language resources. WSU is contacted when ASL and ESOL resources are needed, and arrangements are made to ensure participants to access the event. King County Extension has not had any formal requests for language access in the past three years, which is probably due to COVID and not advertising the option for interpreters widely. Going forward, we will ensure the language access statement is on every flyer or online registration. Participants requesting an accommodation will have to do so at least 2-weeks in advance if possible, so programs can arrange interpreters to the best of our ability.

There is a list of interpreters in the area that we can draw from that has been provided by WSU. WSU also has a contract with a call-in interpreter service that can be utilized. This is something that needs to have a more centralized process, and WSU is currently working on this. In the past, programs have asked volunteers and other program participants to provide interpretation services, which we recognize is not ideal. When hiring for open positions in the future, recruitment efforts will encourage those to apply that are multi-lingual. The county director is also looking into a system to centralize requests (such as through an office-wide digital form) to track and organize interpreters in the most efficient manner possible. King County Government also has resources which can be found here: <https://kingcounty.gov/en/legacy/audience/employees/translation-interpretation> .

As noted above, King County boasts many people that speak languages other than English. Of these, our programs work primarily with Spanish, Russian, Ukrainian, Chinese and Cambodian. Each program unit will ensure appropriate language use for public notifications for their program and targeted population. Appropriate branding materials and templates are available on the county network for all staff to use when developing public notification documents.

Separation of Church and State

Each unit lead is responsible for ensuring that if programming is occurring in partnership with church organizations that the program is in compliance with current Civil Rights Policies and Procedures

Public Notification

Notification of programs, meetings, and activities are conducted by many methods, newspaper articles and PSAs, listservs, flyers, newsletters, email, and word of mouth. Since efforts to recruit Latino staff

through newspaper articles and flyers in Spanish have not been successful. We also contact Latino groups and listservs, schools, and entities that serve Latinos to identify potential employees. This year, to increase our outreach and participation for our county’s Hispanic population, we scheduled public service announcements about our programs and upcoming events with the radio station during their Spanish programming from 7:00 pm – 9:00 pm on KXYZ. We also provided a Spanish version of our event description for announcement on the radio so an English and Spanish version could play back-to-back.

We posted flyers for our Food Preservation event at the Food Bank in XYZ as usual, but also included posting flyers at the Animal Shelter so that residents seeking pet food assistance or needing to surrender a pet could become aware of the class.

We have tried new strategies to recruit potential 4-H youth by having 4-H Day at the Fair, handing out flyers during the parade, and having an Experience 4-H! event at the Farmers’ Market. This has helped us reach Latino youth. We have found that notification in Spanish is helpful to some Latinos but some new to our community are not literate in Spanish or English. Taking programming to Latinos that are already meeting seems to be most effective.

Documentation

Civil Rights file documentation will be the responsibility of program units, who have designated the following individual(s) to serve this role:

Unit	Individual(s) responsible for ensuring compliance
SNAP-Ed	Snap-ed Program Manager (vacant)
4-H	Nancy Baskett/Michelle Green
Forestry	Sarah Stewart/Kevin Zobrist
Master Gardeners	Sarah Moore
General Office	County Director-Alyssa Bowers

These individuals will be responsible for annual documentation and collection processes are in place for all Civil Rights documentation pertaining to their respective programs. The County Director is responsible for coordinating and verifying reporting off all programs.

All records, including samples of appropriate compliance and effort documents will be filed on the **County/Tribal Group 5-King Civil Rights Teams Channel**.

The County Director is currently developing a system to collect data and report on a quarterly basis to streamline reporting. She has developed an online form to collect outreach numbers so these can be collected immediately after an event and will automatically populate into a spreadsheet for reporting.

Barrier Analysis

Each program will assess if their advisory system is at parity and if not will develop efforts to achieve parity.

4-H: Plan to reach greater parity is to establish clubs with greater urban interests, such as robotics, in afterschool environments and continue to reach out to youth activity providers in diverse communities. Due to funding elimination, the program this action was delayed until September.

SNAP-Ed: The Supplemental Nutrition Assistance Program-Education (SNAP-Ed) utilizes an informal advisory system consisting of agency contacts, programmatic partners, community collation members, school staff, and participants to increase the cultural relevance of programming.

Master Gardeners: The board recruiting will begin earlier and will be sent to all Master Gardeners, emphasizing the desire for a representative board. Board will confer with the program's DEI team to discuss barriers to application. Master Gardener program is examining recruitment strategies to include: outreach to community gardens, with possible discount for community gardeners who seek membership.

Evaluation

The WSU King County Extension Civil Rights Plan will be reviewed and updated in the fall each year. An assessment of how each program area and the office as a whole has met the plan goals. The assessment and any changes to the plan will be shared at each employee's annual review and referred to periodically as improvement efforts and progress are made.

Plan Update:

Program components of the civil rights plan will be reviewed by unit leads based on their program year (e.g. 4-H around Sept-Oct with the completion and beginning of a new 4-H year). As an office, we will review and update the plan, assess effectiveness to date, and check that documents are current in conjunction with the first all-staff meeting of the year (e.g. January).

In mid 2012, after two and a half years of instability, King County Extension's (KCE) began having quarterly all staff meetings that would include a dedicated section for Civil Rights issues. On an annual basis, the office plans to build cross-unit understanding and look at programming opportunities related to civil rights parity. These staff meetings will provide unit leads with additional insights on updating their unit's plan, programming, and compliance efforts.

Faculty and Staff Evaluation:

Since faculty no longer report directly to County Directors but instead to Program Unit Leads, evaluation of compliance and contributions will be done informally during a unit's presentation during staff meetings and input will be provided to Program Unit Leads during the annual review process if requested.

Non-Discrimination Statement

<https://www.usda.gov/non-discrimination-statement>

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