I. Background

Civil Rights Compliance is about ensuring that University of California Agriculture and Natural Resources (UC ANR) is serving all Californians and who we serve reflects the race, ethnicity, and gender diversity of California’s population. Project Board aims to provide academics with an intuitive tool for capturing the Civil Rights Compliance information we are required to document, ensuring that UC ANR does not discriminate. Collecting and reporting Civil Rights Compliance is not an exact science. This document provides guidance on how to capture this information to the best of our ability.

As a recipient of federal funds, UC ANR is required to collect race, ethnicity, and gender data to determine how effectively programs are reaching eligible persons and beneficiaries and to monitor compliance with federal laws and regulations.

The U.S. Office of Management and Budget issued revised standards for collecting and reporting race and ethnicity data. As a result, UC ANR includes this new race and ethnicity reporting information in Project Board in order to maintain compliance with federal regulations.

The new requirements create a clear separation of race and Hispanic/Latino ethnicity and provide an additional race category.

Ethnicity:
- HISPANIC OR LATINO: a person of Cuban, Mexican, Chicano, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- Not Hispanic or Latino.

Race:
- AMERICAN INDIAN OR ALASKA NATIVE: a person having origins in any of the original 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 (not of Hispanic origin): a person having origins in any of the black racial groups of 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.
• WHITE (not of Hispanic origin): a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

II. Establishing baseline – Instructions for race and ethnicity

Important new information: Academics are not required to create clientele groups, identify baseline information, or report contacts for audiences that are internal to ANR (i.e., staff and academics). Additionally, contacts and activities that are already being reported in other statewide program online systems do not need to be duplicated in Project Board; see Section VI. Statewide Program instructions for Civil Rights Compliance in Project Board.

Clientele group baselines are created using data from the U.S. Census, AgCensus, and other available sources. Establishing baseline often involves pulling together multiple sources, talking to people in the field, or aggregating multiple counties to reflect multiple county assignments into one clientele group. It is important to document how you formed your baseline given that there are so many ways baseline can be established in University of California Cooperative Extension. It is preferred that you lump rather than split clientele groups whenever possible to create fewer groups. If you are concerned about lumping groups that are too different in demographic makeup, you may keep them separated. For more information about establishing clientele groups and baseline in general, please contact your County Director or immediate supervisor. The remaining instructions below are specific to race and ethnicity.

Creating a new clientele group baseline in Project Board:
• First, complete the Hispanic/Latino baseline by providing the estimated number of Hispanic/Latino individuals in the “Hispanic/Latino” ethnicity category. Then put the remaining individuals in the “Not Hispanic/Latino” category or undetermined category. The numbers in all three ethnicity categories should equal your total baseline.
• Second, complete the race category by entering the same total number of individuals in the “Hispanic/Latino” ethnicity category in the “Race not listed above” race category, and do not count any of these individuals again for any other race. Proceed with inputting numbers into each race category. The numbers in all race categories should equal your total baseline.

Update your clientele group baseline if you know that the demographic makeup of the populations you serve has changed (i.e., if you notice or hear from other sources that there have been increases or decreases in the racial/ethnic makeup of population served). If you are only using census data, update when new census data is available.
Note: CASA clientele groups will be imported into Project Board and baselines will be converted using these guidelines. Please review and revise your imported clientele groups as needed when the system launches in 2018.
III. Collecting Extension Activity participants’ race and ethnicity

Participants or recipients of Extension Activities are considered “clientele contacts.” Extension Activities include extending knowledge and information to both individuals (such as by providing email and telephone technical assistance) and groups (such as through hosting meetings and presenting talks at external meetings). There are two methods in which UC ANR academics and staff can obtain the race and ethnicity of Extension Activity participants.

(1) Ask individual to self-identify. (ANR resource: Self-Identify half-page questionnaire)
OR
(2) Make a visual estimate of the group by race and ethnicity. (ANR resource coming soon: tally sheet)

Option 1 – Self-Identify: Individuals must first self-identify as Hispanic/Latino or not Hispanic/Latino, regardless of their racial background. Then, individuals select all race categories that apply to them (if two or more categories are selected, they are reported into Project Board as “more than one race”). To reduce confusion, you may tell Hispanic/Latino individuals that if they select yes to Hispanic/Latino, they may select “Race not listed above” for the race question.

Option 2 – Visual Estimate: UC ANR staff/academics should first visually estimate the proportion of the group that is of Hispanic/Latino ethnicity and document this number in the “Hispanic/Latino” ethnicity category. Document the remaining number of individuals in the “Not Hispanic/Latino” ethnicity category. Then, of the “Not Hispanic/Latino” audiences, visually estimate the proportion of group that is of each race category and put this number in the corresponding race category counts.

Combination of Option 1 and Option 2 – When computing the total participation at an event, gaps from participants who declined to state may be filled in through visual identification by the advisor. For instance, when only three people self-identified as White and many others declined to state, if the advisor remembers seeing six people who appear to be racially White in the audience, then the advisor would add three to the total number of White participants reported, for a total of six.

U.S. Office of Management and Budget policy information: Self-identification using two separate questions is the preferred method for collecting data on race and ethnicity. The collection of greater detail is encouraged; however, any collection that uses more detail shall be organized in such a way that the additional categories can be aggregated into these minimum categories for data on race and ethnicity. If self-identification is not appropriate or feasible, observer-collected data on race and ethnicity may be used. If a participant chooses not to self-identify his/her racial and/or ethnic group, visual identification by a program staff member must be used to determine the participant’s racial and ethnic categories. Selection of one race is acceptable when local agency staff performs visual identification.
IV. Self-Identify template

This template matches Project Board’s demographic categories. If you are associated with a Statewide Program that provides self-identify forms and reporting systems, please continue to use those forms and processes.

**Invitation to Self-Identify Gender, Ethnicity, and Race**

The following information is optional. It is confidential. It is requested to help us document that UC Cooperative Extension is extending services and benefits to everyone who is interested and does not discriminate.

<table>
<thead>
<tr>
<th>1. What is your gender? Check one.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Female</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Are you Hispanic or Latino? Check one.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ No, I am not Hispanic or Latino</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>3. What is your race? Check one or more.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ AMERICAN INDIAN OR ALASKA NATIVE: a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.</td>
</tr>
<tr>
<td>☐ 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.</td>
</tr>
<tr>
<td>☐ BLACK OR AFRICAN AMERICAN (not of Hispanic origin): a person having origins in any of the black racial groups of Africa.</td>
</tr>
<tr>
<td>☐ NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER: a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.</td>
</tr>
<tr>
<td>☐ WHITE (not of Hispanic origin): a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.</td>
</tr>
<tr>
<td>☐ Race not listed</td>
</tr>
</tbody>
</table>

THE UNIVERSITY OF CALIFORNIA Division of Agriculture and Natural Resources is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work together in an atmosphere free of violence, harassment, discrimination, exploitation or intimidation. Inquiries regarding the University’s equal employment opportunity policies may be directed to Affirmative Action Compliance Officer, University of California, Agriculture & Natural Resources, 2801 Second St., Davis, CA 95618 Phone: (530) 750-1397.
V. Aggregating and reporting Extension Activity contacts’ race and ethnicity

After collecting participants’ race and ethnicity information, academics aggregate gender, ethnicity, and race totals and report them into Project Board via an Extension Activity type. Gender, ethnicity, and race totals must equal the total number of participants in that Extension Activity.

Tips/Examples:

- If you had 20 participants and 15 were of Hispanic/Latino ethnicity, then the five remaining participants should be reported in either the “Non-Hispanic/Latino” group or “Prefer not to state/Undetermined” group, so that the total is 20.
- If a person self-identifies as Hispanic/Latino and Asian, this individual is reported in the “Hispanic/Latino” ethnicity category and the “Asian” race category.
- Individuals who are of multiple races must be aggregated and reported in the “More than one race” race category.
- If you using visual identification of the audience’s demographic breakdown, people who appear to be of Hispanic/Latino ethnicity are reported in the “Hispanic/Latino” ethnicity category and the “Race not listed above” race category.

Important new information: If the audience of your Extension activity is internal to ANR (i.e., staff and academics), you do not need to report the demographic breakdown of your contacts. Additionally, if the audience is already being reported in another statewide program’s online system, it does not need to be reported again in Project Board; see Section VI. Statewide Program instructions for Civil Rights Compliance in Project Board.

Project Board screenshot

![Project Board screenshot](image-url)
VI. Statewide Program Instructions for Civil Rights Compliance in Project Board

Civil Rights Compliance analysis is conducted by ANR Affirmative Action at the individual academic level using information entered into Project Board as well as at the statewide program level by county using their respective online systems.

UC 4-H, UC CalFresh Nutrition Education Program, California Naturalists, Expanded Food and Nutrition Education Program (EFNEP), UC Master Food Preserver, and UC Master Gardener Statewide Programs provide specific self-identify forms, processes, and online reporting systems. Please continue to use the documents and procedures as indicated by affiliated statewide programs. The general guidelines below describe the information that should be entered into Project Board and efforts have been made to streamline and reduce duplicative data entry when possible. Detailed instructions for each statewide program are under development.

Currently only academics can enter information into Project Board. Staff use of Project Board will not be available until future phases.

What Civil Rights Compliance information should be entered into Project Board by CE academics affiliated with statewide programs?

- All Reasonable Effort (A.R.E.) Activities conducted by the CE academic.
  - Please note in the “description” field that these are conducted by you.
  - These will be considered in your individual Civil Rights Compliance analysis.
- A.R.E. Activities conducted by staff/volunteers/partners for the statewide program.
  - Please note in the “description” field that these are conducted by staff/volunteers.
  - These will be considered in the statewide program’s Civil Rights Compliance analysis.
- Extension Activities that are co-delivered by a CE academic and staff/volunteers.
  - The CE academic reports the activity information into Project Board and the staff/volunteers report both activity information and demographic breakdown of participants into their statewide program’s reporting system.
  - OMIT demographic breakdown of participants in Project Board since staff/volunteers will be providing the same information in the statewide program’s reporting system.
- Extension Activities delivered only by the CE academic directly to Extension clientele, including demographic breakdown of participants.
- Optional: Extension Activities delivered only by staff/volunteers.
  - Per the E-Book, it is highly recommended that academics summarize these activities in the program summary narrative. Only list activities where significant intellectual input was provided. These will be exported in a separate table from those personally delivered. Also include your role in these activities that your staff or others delivered.
  - OMIT demographic breakdown of participants in Project Board since staff/volunteers will be providing the same information in the statewide program’s reporting system.
What is the difference between All Reasonable Effort (A.R.E.) Activities and Extension Activities?

A.R.E. Activities are methods that can be taken to recruit new members and adult volunteers in the community to come to an event. They are entered by academics into Project Board using one of the A.R.E. Activity types.

Extension Activities provide a learning experience or significant educational exchange to clientele. Extension Activities conducted by volunteers/staff/partners should be reported in the statewide program’s online reporting system.

What do I do if the event does not fit within one of the categories in my statewide program’s reporting system?

Most events should fit within the statewide program’s existing reporting system categories. However, A.R.E. Activities do not fit within the statewide program’s system categories and should be entered into Project Board; use the description field to indicate if the A.R.E. Activities were conducted by staff, volunteers, or the academic themselves.
VII. County Director/Supervisor roles in relation to Project Board

Interpreting Civil Rights Compliance statistics – The following questions are provided to help supervisors in analyzing the descriptive statistics provided in Project Board for each academic.

- Is parity achieved for each demographic sub-group in the clientele group? If not, have you established A.R.E. for these demographic sub-groups (utilized at least three of the four A.R.E. methods)?
- Are there any common demographics groups that are out of parity?
- Can any improvements be made to the clientele group description or categorization for efficiency?
  - Are they up to date?
  - Are they logical (does the clientele group reflect the CE Advisors’ program)?
  - It is recommended to lump, rather than split: Can some clientele groups across counties be lumped into one?

Annual discussion – The following questions are provided to help supervisors in facilitating a dialogue about Civil Rights Compliance. These conversations should occur annually as part of the performance review meeting, with input/guidance from additional Statewide Program supervisors.

- For demographic sub-groups in parity: What A.R.E. methods worked well? How did you achieve this? What should be done to ensure parity is maintained?
- For demographic sub-groups not in parity: What A.R.E. methods worked well or what did not work? What is a realistic goal for achieving parity (increase by x% for next year, goal of achieving parity in x years)? What are my strategies for achieving this goal?
- Develop a multi-year plan to achieve parity and an inclusive program:
  - Get best practices from other academics who are in parity with similar groups or have similar county demographics.
  - Get multiple stakeholders/partners involved in your plan to increase participation (e.g., co-planning events, leveraging each other’s resources).
  - Use positive language. “Underrepresented” or “underserved” are more positive terms than “disadvantaged.”
  - Analyze and create strategies for each demographic sub-group separately. Recognize the problems and solutions for each demographic sub-group will likely vary.
  - Consider short term solutions. What A.R.E. outreach methods are being used? How can they be improved?
  - Consider working towards long term solutions with proven success, such as hiring staff who have experience and success working with American Indian tribes or indigenous communities.
  - Annually review, celebrate progress, and revise plan.

ANR’s annual supervisor training will be revised to include this information starting 2018.
<table>
<thead>
<tr>
<th>Resources for Supervisors and Academics/Staff</th>
<th>Notes for Annual Discussion/Equity Planning</th>
</tr>
</thead>
</table>

Sources