

City of Seattle

March 2020

# 2020 Workforce Equity Technical Report

Seattle Department of Human Resources  
Seattle Office for Civil Rights



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## Introduction

This is the technical report that accompanies the Annual City of Seattle Workforce Equity Update Report. This report has more detailed information and data analysis than the Update Report. Not all strategies require more detail. For this reason, not every strategy in the Update Report is found here in the Technical Report. Please use this as reference for greater detail while reading the Update Report.

# Measuring Workforce Equity: Conceptual Framework and Results

## Introduction

The first Workforce Equity Accountability Report (July 2018) introduced a framework for how the City of Seattle will measure progress on its definition of workforce equity (see definition below). The data identified for this measurement include employee demographic data from the City's Human Resources Information System and employee survey responses. This report summarizes the methodology and updates metrics as of December 2019, including showing change across the past three years. However, these metrics track the outcomes of the City's commitment to make broad cultural shifts, and change will ultimately be slow.

Results shown here are only for the first half of the definition of workforce equity, namely the representation of people of color (POC) and other marginalized or underrepresented groups at all levels of City employment. Data analysis related to the second half of the definition (outcomes for attraction, selection, retention and participation) are currently underway.

Results for workforce representation below are presented by supervisory authority and hourly wages. In both cases, the City's workforce is divided into four levels (quartiles) and representation by race and gender is assessed within each level, and in the workforce overall, to determine where disparities exist. The first section examines representation by race, the second examines representation by gender, and the third examines representation by race/gender groups. In assessments of race, people of color are presented both collectively and by seven-category race breakdown.<sup>1</sup>

It is important to note that the City's definition of Workforce Equity and the metrics created to support it are intentionally aspirational. A previous report commissioned by the City has examined workforce demographic representation for occupations as compared to estimates of locally available labor pools (see DCI Consulting Group, Inc. (2015), *City of Seattle Workforce*

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<sup>1</sup> The seven-category race breakdown is the level at which the City asks employees to report race. It is also the level at which the U.S. Census Bureau typically provides population estimates, with some distinctions.

*Pay Equity and Utilization Report*). This report found that the City generally met the legal standard of non-discrimination. By contrast, the analysis herein reflects the City’s ambition to go beyond this threshold and commit itself to a diverse and highly inclusive workforce where, as described in the Strategic Plan, “underrepresented groups would be equally included at each level of employment from the lowest to the highest paid and least to most tenured employees.” In doing so, the City aspires to have “a workforce that better reflects and serves residents while contributing to the deconstruction of societal barriers to opportunity.”<sup>2</sup>

The figures below show the demographics of the City of Seattle workforce compared to those of both Seattle and King County. However, the analysis focuses on the county population because this accounts for the realities of gentrification and displacement, particularly for people of color. King County surrounds Seattle and allows for the inclusion of workers who commute into the city daily. These and many others do not live within Seattle city limits but are served by city services and are part of the population we wish to reflect. King County is also likely a more stable population for future comparison than Seattle where affordability has driven rapid change and displacement.

## Conceptual Framework

The July 2016 Workforce Equity Strategic Plan defined workforce equity as follows:

*Workforce equity is when the workforce is inclusive of people of color and other marginalized or underrepresented groups at a rate representative of the greater Seattle area at all levels of City employment; where institutional and structural barriers impacting employee attraction, selection, participation and retention have been eliminated, enabling opportunity for employment success and career growth.*

For purposes of measurement, this definition of workforce equity can be viewed as two parts. The first part of the definition (before the semi-colon) envisions representation of people of

color and other marginalized or underrepresented groups that is at least equal to representation in the general population *at all levels* of City employment. This is a primary goal.

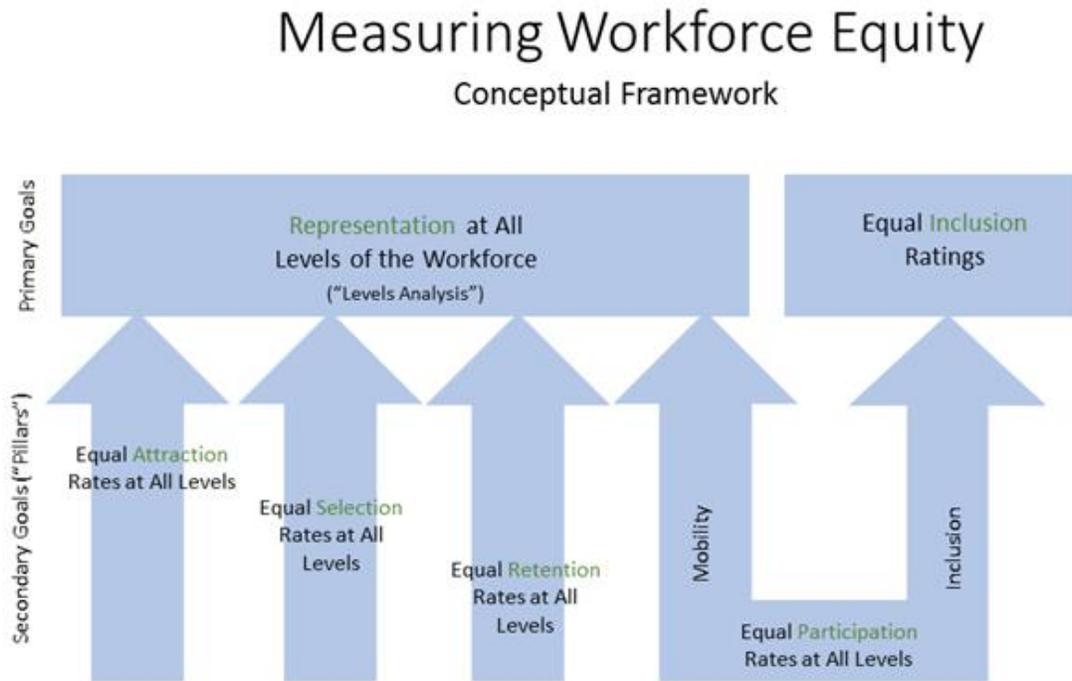
The second part of the definition (after the semi-colon) describes specific areas of the employee experience where inequities may be found and where barriers should be eliminated: attraction, selection, participation, and retention. We have referred to these below as the four “pillars” of the

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<sup>2</sup> Workforce Equity Strategic Plan, 2016.

employment cycle because they represent the fundamental components of an employee’s experience with an employer. In general, these are secondary goals in that achieving equity in these areas is a means of realizing representation at all levels of City employment. The exception to this is participation, which will go beyond headcounts by qualitatively measuring the workplace’s culture of inclusion. This, too, is a primary goal.

**Figure 1. Conceptual Diagram of Workforce Equity Metrics**



Below is further explanation of the Levels and Pillars analyses. Each metric is introduced separately and concludes with a note regarding its status, which addresses any current technical limitations to producing results for the metric.

*Levels Analysis: Representation at All Levels of the City of Seattle Workforce (Primary Goal)*

This report again presents updated results for this analysis, which are produced at two levels through which the City’s hierarchy can be viewed: supervisory authority and hourly wages. In both cases, the City’s workforce is divided into four sections (quartiles), and representation relative to the general

population is assessed within each level by race and gender, as well as in the workforce overall, to determine where imbalances exist. This is referred to herein as the “Levels Analysis.”

Status of Metric: Updated results are shown herein as of December 2019, including a three-year trend in places, reflecting the period over which the City has tracked these metrics. Summary results are presented below under Results: Summary of Key Findings, with detailed tables following. Note that data for the general population will lag employee data by one year due to the delayed release of American Community Survey (ACS) population estimates by the Census Bureau. This should not be viewed as a significant weakness of this analysis, as population shares by race and gender will likely change only marginally, if at all, from year to year.

*Pillars Analysis: Assessing Outcomes by Race and Gender Across the Four Pillars of the Employment Cycle (Attraction, Selection, Participation, and Retention)*

The four pillars of the employment cycle outlined in the workforce equity definition are attraction, selection, participation, and retention. In combination, these are the broad factors that contribute to representation in the workforce. Thus, by assessing the equity of outcomes in these four areas, attention may be drawn to where improvement is most needed and will most contribute to improvement of representation at all levels of City employment. This is referred to as the “Pillars” analysis.

Further, each of the pillars can be assessed for the City as a whole, as well as at a given level of the workforce, using the definition of “levels” outlined above (with a few exceptions, as noted in following paragraphs). For example, results could find a high turnover rate (retention) or a low application rate (attraction) for women of color at the highest level of supervisory authority. Such findings would allow for specific, tailored action.

Participation is considered exceptional among the four pillars since it is not only a means to achieving equitable representation but is also a necessary end in itself. As explained below, participation involves the inclusion of every employee in the workplace in a state where they experience belonging and are valued for the uniqueness they bring. This is critical for the employee’s enjoyment of their work, as well as for their productivity and the overall effectiveness of the organization.

*Pillar 1: Attraction*

Attraction refers to job applications submitted to the City. To assess equity within application rates, the representation of people of color and women within applicant pools will be compared to representation in the general population to answer the question, “Do applicant pools reflect the general population?”

Status of Metric: Full production of these metrics has not yet been completed. However, several data deficiencies must be overcome:

1. Ideally, this analysis would include only applicants who meet minimum qualifications for a position. However, the flagging of candidates within NEOGOV (the City's job applications system) as meeting minimum qualifications (or not) is not uniformly performed across departments and hiring teams. Currently, the project team is considering the effect of performing the analysis using all applicants, regardless of qualification.
2. Fitting job openings to the "level" of the City workforce where they belong requires being able to identify hired applicants within HRIS (to match individuals to their hiring pool). Currently, there is no easy way to do this. However, an inter-departmental team of City staff from SDHR, Finance and Administrative Services (FAS) and Seattle Information Technology met in December 2018 and January 2019 to discuss a solution to this issue: the addition of a data field in HRIS to capture an employee's NEOGOV Applicant ID. This solution, which will require not only a technical implementation but also changes to Citywide onboarding procedures, has not yet been implemented. In the interim, the project team is examining certain comment fields in HRIS from which it may be possible to extract this data, if recorded. If a sample of employees with this field is large enough, the analysis may be able to proceed, at least initially, without waiting for creation and population of a new field.

### *Pillar 2: Selection*

Selection refers to job applicants selected (hired) for City jobs. To assess equity within selection rates, the representation of people of color and women within selected applicants will be compared to representation in the respective hiring pools to answer the question, "Do new hires reflect applicant pools?" (However, this is an aggregate analysis and must use groupings of many job openings to compare representation within hires to representation within applicants. Thus, certain demographic groupings, such as individual race categories, may not have enough sample size at a given level of the workforce to support this analysis.)

Status of Metric: Full production of these metrics has not yet been completed. However, several data deficiencies are already evident:

1. See #1 under Pillar 1: Attraction above.
2. See #2 under Pillar 1: Attraction above.

### *Pillar 3: Retention*

Retention refers to turnover (or its opposite) from employees leaving the City or their department. To assess equity within turnover, the representation of people of color and women within departing

employees will be compared to representation in the workforce to answer the question, “Do women and people of color leave City departments at higher rates?”

Status of Metric: Full production of turnover rates by demographic categories has been included in results reporting for the Citywide Exit Survey (which launched in January 2019) in order to add context to survey responses. In the coming year, an analysis of turnover rates Citywide will be prepared for inclusion in this report. This analysis will add the lens of wage and supervisory levels in order to assess the impact of turnover on representation within these levels.

#### *Pillar 4: Participation*

Participation is a topic with several components. It includes the career opportunities available to an employee during their tenure, such as promotions and skills training. And it also involves the more qualitative component of “inclusion,” which refers to the treatment of an employee by coworkers and the institution in a way that is collaborative and fosters a sense of belonging while also allowing the employee to bring their authentic self to work (i.e., not requiring the employee to assimilate or drastically alter themselves to be accepted). Assessment of these concepts is challenging, but will be done as follows:

##### Mobility/Promotions

To assess equity within promotions, the representation of people of color and women within employees receiving promotion will be compared to representation in the workforce to answer the question, “Is the rate of advancement among employees equal across race and gender groupings?”

Status of Metric: Full production of these metrics has not yet been completed. A major challenge is how to define “promotion” in a way that is visible using existing HRIS data. In last year’s version of this report, two possible criteria were proposed, either of which could qualify as a promotion: 1) a title change (employees who change to a job title with a higher median pay based on current employees in the two positions) or 2) a raise (employees who have a wage increase above AWI or a union-wide increase). However, investigation of the data found many challenges with clearly identifying employees meeting these criteria and more work is needed to determine if the current criteria will yield consistent and defensible results. This work has been delayed due to resourcing and will now begin in 2020.

##### Inclusion

To assess inclusion, a battery of 12 questions will be integrated into the forthcoming engagement survey (discussed elsewhere in this report). Responses will be analyzed by race and gender to answer the question “Are certain groups more likely to experience inclusion in the workplace?” Last year’s version of this report proposed the use of an inclusion scale (series of questions) created by Professor Michàlle Mor Barak of the University of Southern California, which contains 15 questions covering three dimensions of an employee’s work life and five organizational levels of the institution. However, review teams at the City felt that these questions were too narrowly tailored to office jobs and not sufficiently applicable across the wide array of occupations in the City of Seattle workforce. The questions were also found to be too heavily weighted toward assessing an employee’s belonging, with very little attention to the other dimension of inclusion, a sense of bringing their authentic self to the workplace. Thus, the question scale to be used in the survey has been changed and will now be a selection of questions proposed by Awaken, a California based workplace consultancy, which devised a survey for assessing inclusion in the workplace and has made it publicly available upon request. That survey contains over 30 questions, but not all are applicable or appropriate in the context of an engagement survey, so a sample of the most relevant have been chosen, with some being modified slightly to better fit a Citywide context.

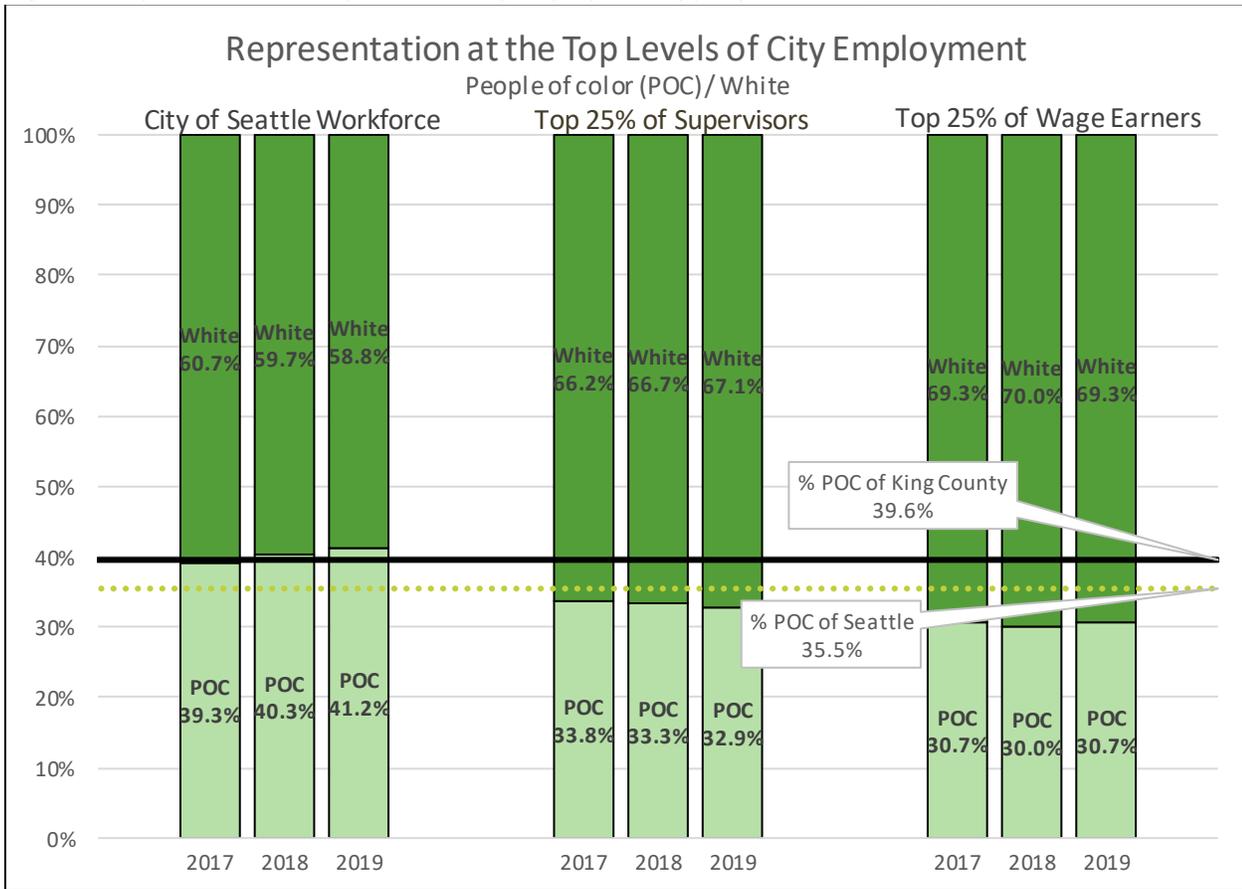
Status of Metric: Full production of these metrics cannot be completed until the citywide engagement survey has been conducted. See the section of the summary report on the engagement survey for details on this project.

## Results: Summary of Key Findings

*Below are key findings from the Levels Analysis*

As of December 2019, the City of Seattle workforce remains representative of people of color collectively (41.2 percent of the City’s workforce vs 39.6 percent of the county population). However, people of color are underrepresented at the top levels of City employment compared to the county population. Among the top 25 percent (fourth quartile) of supervisors (n=498), people of color compose 32.9 percent of employees. By pay, people of color make up 30.7 percent of the top 25 percent of wage earners (n=3,193). The figure below presents these results for the past three years, since the City began tracking these metrics. Over this period, representation by people of color in the City workforce has increased from 39.3% to 41.2%, but has declined slightly in the top 25 percent of supervisors (down from 33.8% to 32.9%) and remained mostly flat within the top 25 percent of wage earners (30.7% in 2017 and 2019).

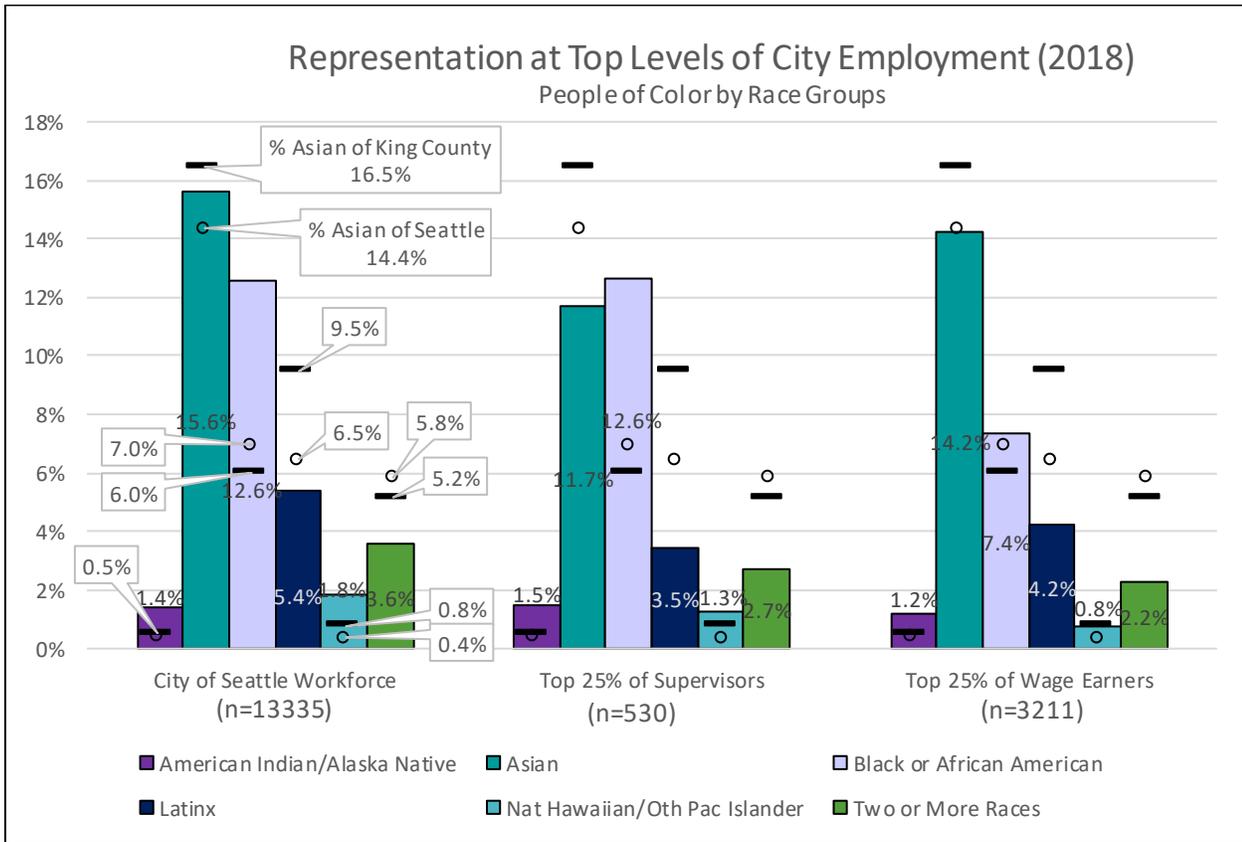
**Figure 2: Representation at Top Levels of City Employment by people of color (POC) / white<sup>3</sup>**



By race categories, Latinx employees are the most underrepresented group across the entire City workforce (5.6 percent of the City’s workforce vs 9.6 percent of the county population). In fact, this under-representation of Latinx is widespread as it is found at all four levels of supervisors and wage earners. Asians and those reporting multiple races are also underrepresented within the overall workforce, as well as at the top levels of the workforce, compared to the county population. Results for 2018 and 2019 are shown on separate charts below. Latinx representation in the overall City Workforce increased slightly in 2019 (from 5.4 to 5.6 percent), as did Latinx representation in the top 25 percent of supervisors and wage earners.

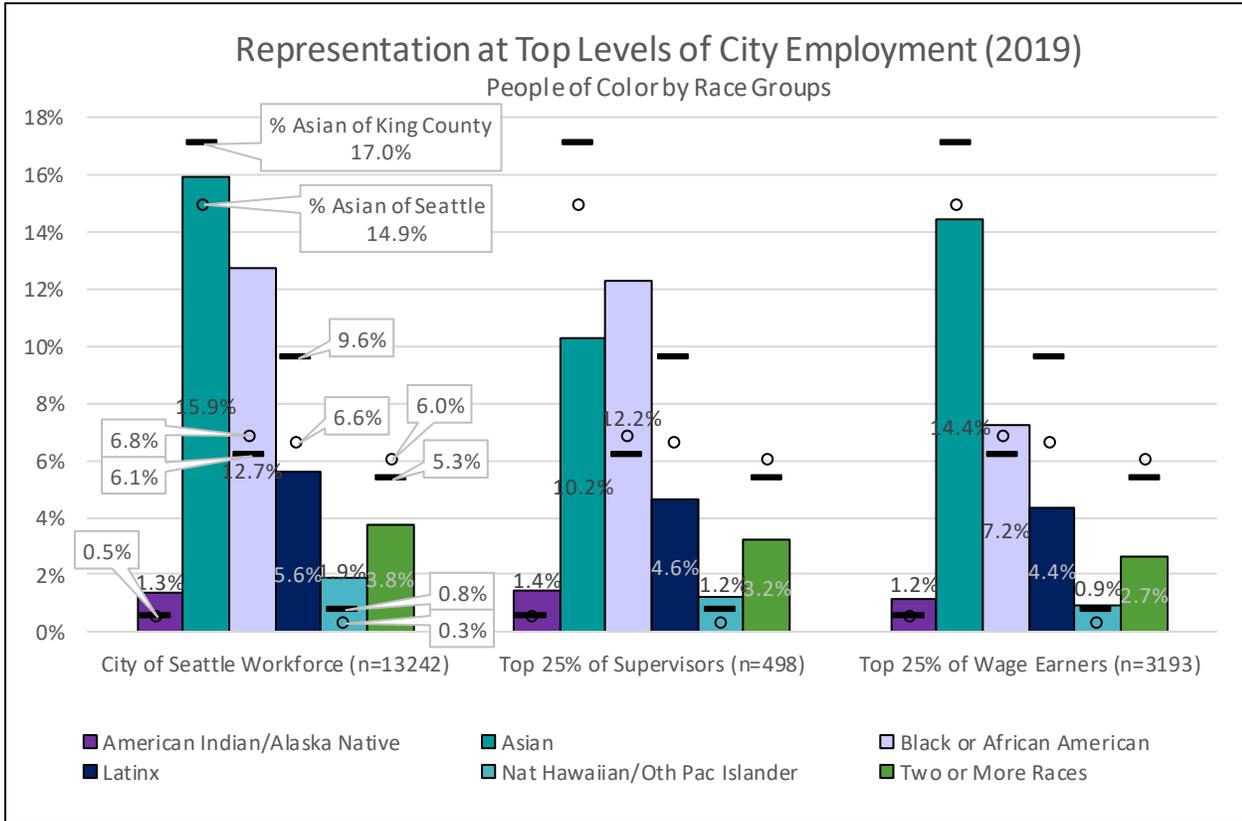
<sup>3</sup> City of Seattle workforce data represent both regular and temporary employees as of year-end. 2019 data were pulled December 28, 2019 from the City’s Human Resources Information System. “General population” figures for Seattle and King County are from the 2018 American Community Survey (ACS) five-year sample. Detailed data source information is on page 22.

**Figure 3: Representation at Top Levels of City Employment: people of color by Race Groups, December 2018<sup>4</sup>**



<sup>4</sup> City of Seattle workforce data were pulled December 20, 2018 from the City’s Human Resources Information System. “General population” figures for Seattle and King County are from the 2017 American Community Survey (ACS) five-year sample. Detailed data source information is on page 23.

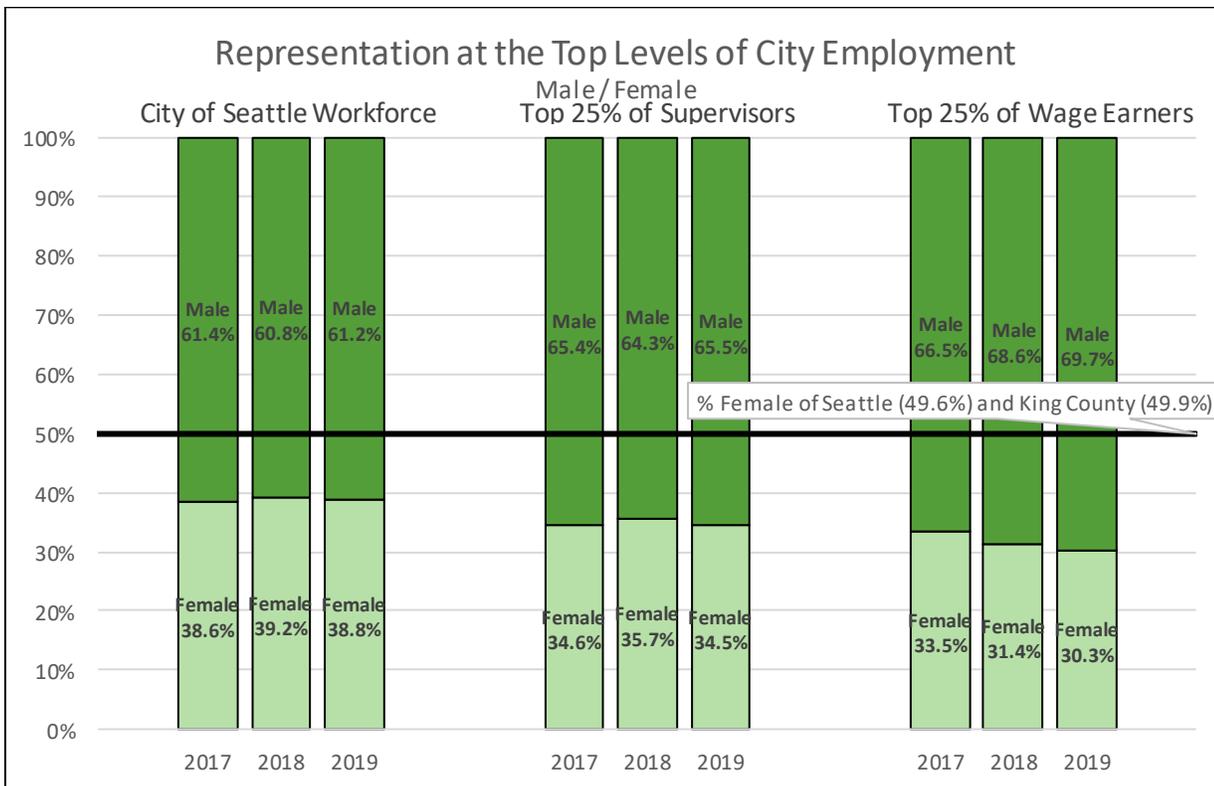
**Figure 4: Representation at Top Levels of City Employment: people of color by Race Groups, December 2019<sup>5</sup>**



<sup>5</sup> City of Seattle workforce data were pulled December 28, 2019 from the City’s Human Resources Information System. “General population” figures for Seattle and King County are from the 2018 American Community Survey (ACS) five-year sample. Detailed data source information is on page 23.

By gender, just 38.8 percent of City employees are female as compared to 49.9 percent of the county population. This imbalance is driven by the five largest departments (in order of size: Police, City Light, Parks, Seattle Public Utilities, and Fire) whose collective workforce is just 30.9 percent female. Given this overall imbalance, it is not surprising that women are underrepresented at many levels of the workforce relative to the general population. Among supervisors, women are underrepresented in all but the bottom quartile (lowest 25 percent). In the top quartile, they make up 34.5 percent of supervisors. Across the pay scale, women are also underrepresented in all but the bottom quartile. In the top 25 percent of wage earners, they make up 30.3 percent of employees. The figure below presents these results for the past three years, since the City began tracking these metrics. Over this period, representation by women in the City workforce has been level (around the current 38.8 percent) and has also remained mostly consistent among the top 25 percent of supervisors (it increased to 35.7% in 2018 but returned to 34.5% in 2019). However, within the top 25 percent of wage earners, female representation has declined from 33.5% in 2017 to 30.3% in 2019.

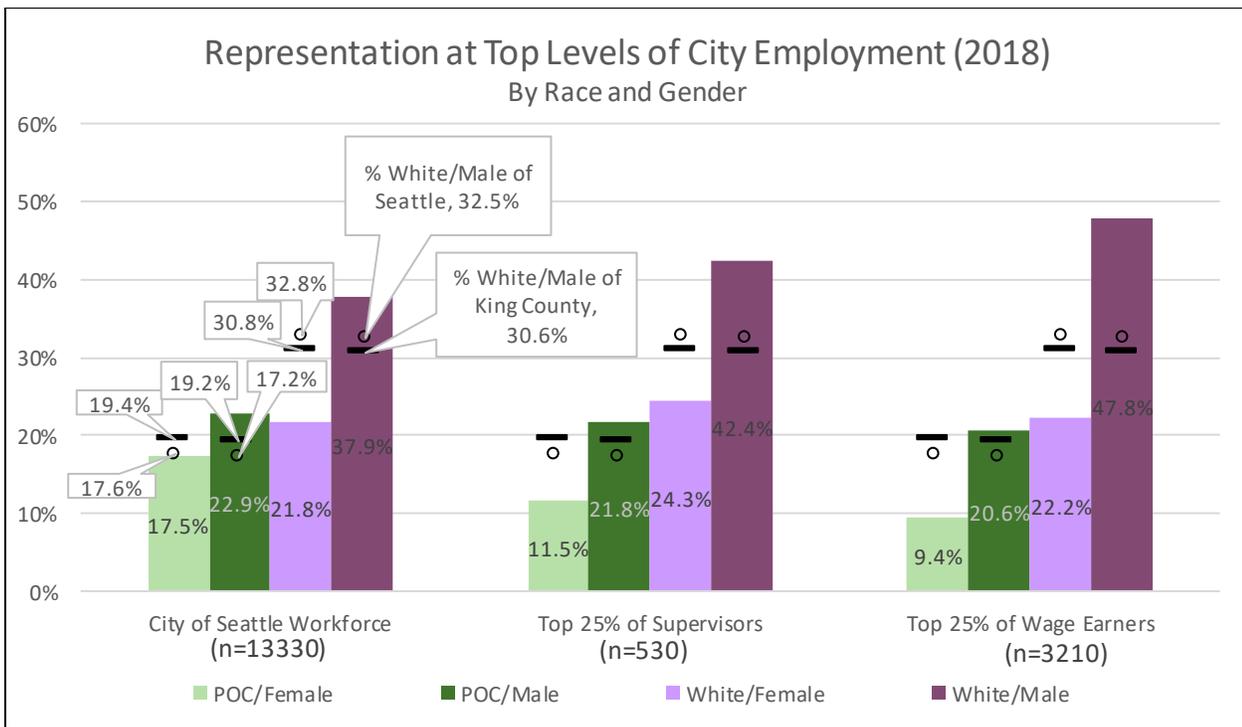
**Figure 5: Representation at Top Levels of City Employment by Gender<sup>6</sup>**



<sup>6</sup> City of Seattle workforce data include regular and temporary employees. 2019 data were from December 28, 2019 from the City’s Human Resources Information System. “General population” figures for Seattle and King County are from the 2018 American Community Survey (ACS) five-year sample. Detailed data source information is on page 23.

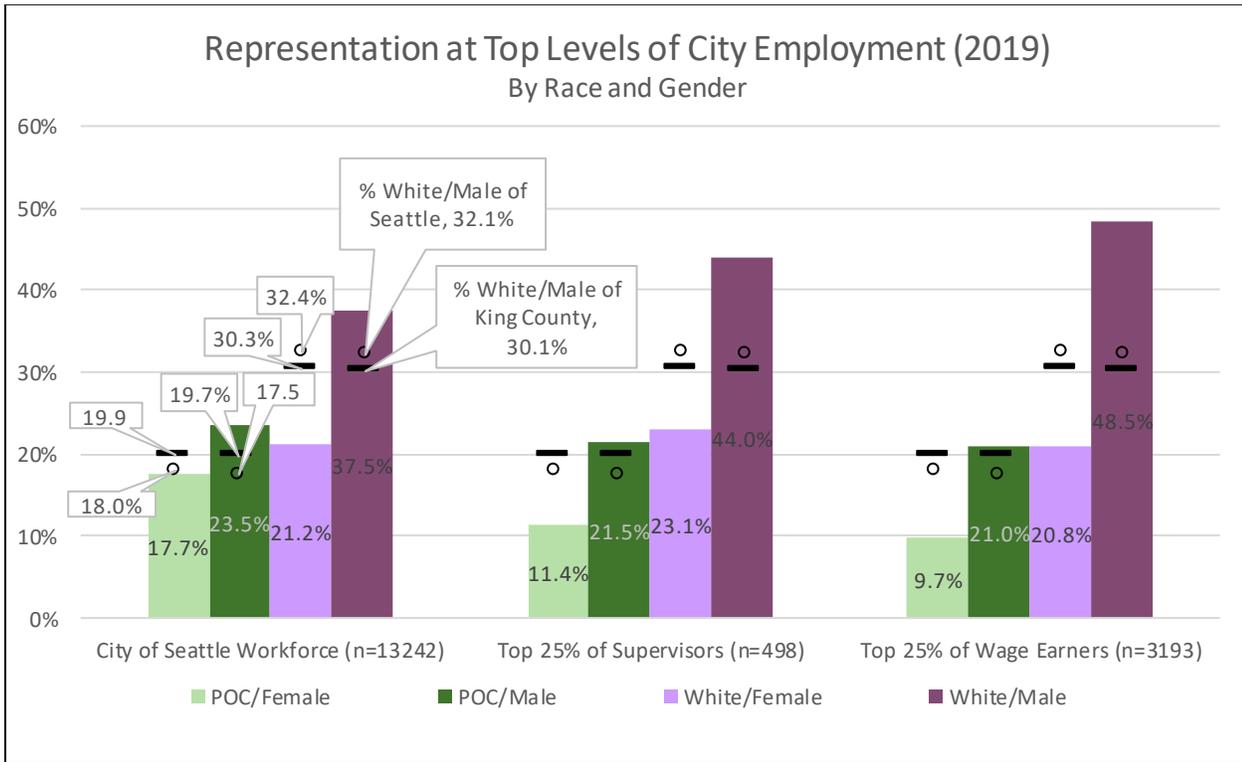
When examining the intersection of race and gender, both women of color and White women are underrepresented in the overall City workforce, as the overall gender imbalance would suggest. Women of color are most underrepresented at the top levels of City employment. This group makes up 19.9 percent of the county population but just 11.4 percent of the top level of supervisors and just 9.7 percent of the top level of wage earners. Results for 2018 and 2019 are shown on separate charts below. Women of color as a share of the overall City workforce and the top 25 percent of supervisors was mostly consistent across these years. Among the top 25 percent of wage earners, there was a slight increase from 9.4 percent to 9.7 percent.

**Figure 6: Representation at Top Levels of City Employment by Race (people of color/white) and Gender Cross-Sections, December 2018<sup>7</sup>**



<sup>7</sup> City of Seattle workforce data was pulled December 20, 2018 from the City’s Human Resources Information System. “General population” figures for Seattle and King County are from the 2017 American Community Survey (ACS) five-year sample. Detailed data source information is on page 23.

**Figure 7: Representation at Top Levels of City Employment by Race (people of color/white) and Gender Cross-Sections, December 2019<sup>8</sup>**



<sup>8</sup> City of Seattle workforce data was pulled December 28, 2019 from the City’s Human Resources Information System. “General population” figures for Seattle and King County are from the 2018 American Community Survey (ACS) five-year sample. Detailed data source information is on page 23.

## Results: Complete 2019 Workforce Equity Metrics

Below are detailed findings from results of the Levels Analysis for 2019.

### *Key Assumptions*

- A. There are limitations to how inclusive this data analysis can be due to both how the City and the U.S. Census Bureau collect data. The Seattle Department of Human Resources recognizes that there are opportunities to advance workforce equity in how we collect and report on employee demographic data and will continue to develop more inclusive practices whenever possible.
- B. For 2019, City of Seattle workforce data are a snapshot of employees at December 28, 2019.
- C. “General population” figures for Seattle and King County are from the 2018 American Community Survey (ACS) five-year sample. However, the gender percentage splits (% male vs % female) of each race group are based on the 2010 ACS 5-year sample (the decennial census) as more recent data on these splits are unavailable.
- D. City workforce numbers include temporaries (13.6% of 13,610 total employees).
- E. City employees not reporting race (2.7% of total) have been removed from analyses involving race.
- F. City employee records not containing supervisor data (2.7% of total) have been removed in the creation of supervisor levels.
- G. The U.S. Census Bureau considers “Hispanic or Latino” as an ethnicity, not a race. Thus, to match City data (which contain “Hispanic or Latino”, herein referred to as “Latinx”, as a race), Hispanic or Latino has been re-coded as a race in Census data using all respondents who selected Hispanic or Latino ethnicity, regardless of race selection.
- H. Figures for ‘Percent difference between the % City Workforce and the % General Population’ use a two-proportions z-test of statistical significance. All figures are statistically significant at the 90% confidence level unless otherwise noted.

### *By Race*

## Race: Overall Representation

In total, the City of Seattle’s workforce shows only slight differences in representation for people of color (POC) collectively and white employees compared to King County’s population. People of color make up 39.6 percent of the county population and 41.2 percent of City employees (4.2 percent greater representation), while Whites are 60.4 percent of the county population and 58.8 percent of City employees (2.8 percent lower representation).

Results for overall representation using more specific race categories show that Latinx and those reporting multiple races are underrepresented in the City’s workforce. For example, Latinx employees make up 9.6 percent of the county population but just 5.6 percent of the City workforce (41.3 percent lower representation).

**Figure 8: Overall Representation by Race (POC/White)**

Overall Representation by Race (POC/White), December 2019				
Race Group	% Seattle Population	% King County Population	% City of Seattle Workforce at Level	% Difference, WF vs KC#
POC	35.5%	39.6%	41.2%	+4.2%
White	64.5%	60.4%	58.8%	-2.8%

Total employees = 13,242  
 Percent difference between the % City of Seattle workforce and the % county population. For example, “The share of POC in the City workforce is 4.2% greater than the share of POC in the county population.” A percent difference of “-” indicates that the difference is within the margin of error (i.e., no statistically significant difference between proportions).

**Figure 9: Overall Representation by Race (Seven Race Categories)**

Overall Representation by Race (Seven Race Categories), December 2019				
Race Group	% Seattle Population	% King County Population	% City of Seattle Workforce at Level	% Difference, WF vs KC#
American Indian/Alaska Native	0.5%	0.5%	1.3%	+159.2%
Asian	14.9%	17.0%	15.9%	-6.8%
Black or African American	6.8%	6.1%	12.7%	+107.7%
Latinx	6.6%	9.6%	5.6%	-41.3%
Nat Hawaiian/Other Pac Islander	0.3%	0.8%	1.9%	+146.7%
Two or More Races	6.0%	5.3%	3.8%	-29.0%
White	64.5%	60.4%	58.8%	-2.8%
Total employees = 13,242 #Percent difference between the % City workforce and the % county population. A percent difference of "--" indicates that the difference is within the margin of error (i.e., no statistically significant difference between proportions).				

The table below shows the basic race composition of the largest City departments. The five largest departments, which collectively account for 57.8% of the City’s workforce, are collectively representative of people of color (38.6% of total). However, individually, these departments range from 23.1% people of color in the Fire Department to 52.1% people of color in the Parks Department.

**Figure 10: Large City Departments by Race (POC/White)**

Large City Departments by Race (POC/White), December 2019			
Departments (by size)	% City workforce	% POC	% White
Police	14.8%	29.9%	70.1%
City Light	12.7%	40.9%	59.1%
Parks	11.6%	52.1%	47.9%
SPU	10.5%	45.3%	54.7%
Fire	8.3%	23.1%	76.9%
All Other	42.2%	44.8%	55.2%
<b>TOTAL</b>	<b>100.0%</b>	<b>41.2%</b>	<b>58.8%</b>
Total employees = 13,242			

### Race: Across Supervisor Levels

In the figure below, employees who are supervisors have been split roughly evenly into four levels (quartiles) based on the number of employees they supervise,<sup>9</sup> relative to the size of their department. For example, a small department that has only four employees who are supervisors would place one supervisor in each of the four levels; a department with eight supervisors would place two in each level, etc. Thus, all department directors are found in the top level (fourth quartile) because, by nature, they supervise the most employees in their department. Results show that people of color, collectively, are somewhat underrepresented in the top and secondary levels of supervisors at the City relative to the county population. People of color, who make up 39.6% of the county population, represent 32.9% of the top level (16.8% lower representation) and 33.5% of the third quartile of supervisors (15.2% lower representation).<sup>10</sup>

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<sup>9</sup> “Employees supervised” is the sum of all employees below an individual on the department’s org chart. For example, if the department’s org chart has a director and five supervisors, who each have five people reporting to them, then the director has 30 people counted toward their supervisory status and the supervisors each have five.

<sup>10</sup> To put these differences in perspective, in a category like the top level, with 498 supervisors, it would require a “swing” of 33 from white to POC to exactly match representation in the county population. In the third quartile, with 629 supervisors, the required “swing” would be 38.

**Figure 11: Supervisor Levels by Race (POC/White)**

Supervisor Levels by Race (POC/White)				
Race Group	% Seattle Population	% King County Population	% City of Seattle Workforce at Level	% Difference, WF vs KC#
Fourth quartile of supervisors: 76-100% (obs. = 498 supervisors)				
POC	35.5%	39.6%	32.9%	-16.8%
White	64.5%	60.4%	67.1%	+11.0%
Third quartile of supervisors: 51-75% (obs. = 629 supervisors)				
POC	35.5%	39.6%	33.5%	-15.2%
White	64.5%	60.4%	66.5%	+9.9%
Second quartile of supervisors: 26-50% (obs. = 533 supervisors)				
POC	35.5%	39.6%	35.8%	-9.4%
White	64.5%	60.4%	64.2%	+6.2%
First quartile of supervisors: 0-25% (obs. = 436 supervisors)				
POC	35.5%	39.6%	35.3%	-10.7%
White	64.5%	60.4%	64.7%	+7.0%
Non-supervisors (obs. = 11,146 employees)				
POC	35.5%	39.6%	42.5%	+7.5%
White	64.5%	60.4%	57.5%	-4.9%
#Percent difference between the % City workforce and the % county population. A percent difference of “-” indicates that the difference is within the margin of error (i.e., no statistically significant difference between proportions).				

Using more specific race categories, results show that Latinx are underrepresented at each supervisor level at the City relative to the county’s population. In the top quartile, for example, Latinx represent 4.6% of supervisors compared to 9.6% of the county population (51.7% lower representation). Asians are also underrepresented at every level of supervisors, though to less extent than Latinx. Those reporting multiples races are also under-represented in all but the second level of supervisors.

**Figure 12: Supervisor Levels by Race (Seven Race Categories)**

Race Group	% Seattle Population	% King County Population	% City of Seattle Workforce at Level	% Difference, WF vs KC #
<b>Fourth quartile of supervisors: 76-100% (obs. = 498 supervisors)</b>				
American Indian/Alaska Native	0.5%	0.5%	1.4%	+171.0%
Asian	14.9%	17.0%	10.2%	-39.9%
Black or African American	6.8%	6.1%	12.2%	+99.6%
Latinx	6.6%	9.6%	4.6%	-51.7%
Nat Hawaiian/Oth Pac Islander	0.3%	0.8%	1.2%	--
Two or More Races	6.0%	5.3%	3.2%	-39.6%
White	64.5%	60.4%	67.1%	+11.0%
<b>Third quartile of supervisors: 51-75% (obs. = 629 supervisors)</b>				
American Indian/Alaska Native	0.5%	0.5%	1.3%	+145.2%
Asian	14.9%	17.0%	13.2%	-22.6%
Black or African American	6.8%	6.1%	9.9%	+60.6%
Latinx	6.6%	9.6%	5.6%	-41.8%
Nat Hawaiian/Oth Pac Islander	0.3%	0.8%	1.3%	--
Two or More Races	6.0%	5.3%	2.4%	-55.1%
White	64.5%	60.4%	66.5%	+9.9%
<b>Second quartile of supervisors: 26-50% (obs. = 533 supervisors)</b>				
American Indian/Alaska Native	0.5%	0.5%	1.5%	+189.4%
Asian	14.9%	17.0%	14.1%	-17.5%
Black or African American	6.8%	6.1%	10.3%	+68.1%
Latinx	6.6%	9.6%	4.7%	-50.9%
Nat Hawaiian/Oth Pac Islander	0.3%	0.8%	1.3%	--
Two or More Races	6.0%	5.3%	3.9%	--
White	64.5%	60.4%	64.2%	+6.2%
<b>First quartile of supervisors: 0-25% (obs. = 436 supervisors)</b>				
American Indian/Alaska Native	0.5%	0.5%	0.9%	--
Asian	14.9%	17.0%	14.0%	-17.9%
Black or African American	6.8%	6.1%	12.2%	+98.1%
Latinx	6.6%	9.6%	4.6%	-52.0%

Nat Hawaiian/Oth Pac Islander	0.3%	0.8%	0.5%	--
Two or More Races	6.0%	5.3%	3.2%	-39.6%
White	64.5%	60.4%	64.7%	+7.0%
<b>Non-supervisors (obs. = 11,146 employees)</b>				
American Indian/Alaska Native	0.5%	0.5%	1.4%	+161.2%
Asian	14.9%	17.0%	16.5%	-3.5%
Black or African American	6.8%	6.1%	13.1%	+113.0%
Latinx	6.6%	9.6%	5.7%	-39.9%
Nat Hawaiian/Oth Pac Islander	0.3%	0.8%	2.0%	+165.8%
Two or More Races	6.0%	5.3%	3.9%	-26.7%
White	64.5%	60.4%	57.5%	-4.9%
#Percent difference between the % City workforce and the % county population. A percent difference of "--" indicates that the difference is within the margin of error (i.e., no statistically significant difference between proportions).				

## Race: Across the Pay Scale

In the table below, the entire City workforce has been divided into four approximately equal levels based on hourly wage. Employees who earn the most by hourly wage are in the top level and employees who earn the least are in the bottom level. Results show that people of color, collectively, are underrepresented in the top two levels of hourly wages relative to the county population. In the top level, for example, people of color represent 30.7% of City employees (39.6% of the county population) and Whites represent 69.3% of employees (60.4% of the county population).<sup>11</sup> By contrast, in the bottom level, people of color represent 57.4% of employees and Whites represent just 42.6% of employees.

Figure 13: Pay Scale Levels by Race (POC/White)

Pay Scale Levels by Race (POC/White), December 2019				
Race Group	% Seattle Population	% King County Population	% City of Seattle Workforce at Level	% Difference, WF vs KC#
Fourth quartile of wages: 76-100% (obs. = 3,193 employees)				
POC	35.5%	39.6%	30.7%	-22.4%
White	64.5%	60.4%	69.3%	+14.7%
Third quartile of wages: 51-75% (obs. = 3,362 employees)				
POC	35.5%	39.6%	33.9%	-14.4%
White	64.5%	60.4%	66.1%	+9.4%
Second quartile of wages: 26-50% (obs. = 3,315 employees)				
POC	35.5%	39.6%	42.4%	+7.1%
White	64.5%	60.4%	57.6%	-4.7%
First quartile of wages: 0-25% (obs. = 3,367 employees)				
POC	35.5%	39.6%	57.4%	+45.2%
White	64.5%	60.4%	42.6%	-29.6%
#Percent difference between the % City workforce and the % county population. A percent difference of “-” indicates that the difference is within the margin of error (i.e., no statistically significant difference between proportions).				

Using more specific race categories, results show, that Latinx, Asians, and those reporting multiple race are underrepresented in the top half of the City’s pay scale relative to the county population. This difference is largest for Latinx, who make up 9.6% of the county’s population but just 4.4% of employees at the top pay level (54.4% lower representation).

<sup>11</sup> For perspective, of the 3,193 employees in the top wage quartile, a “swing” of 284 from white to POC would be required to exactly match representation within the county population. In the third quartile, with 3,362 total employees, the swing would be 192 people.

<b>Pay Scale Levels by Race (Seven Race Categories), December 2019</b>				
<b>Race Group</b>	<b>% Seattle Population</b>	<b>% King County Population</b>	<b>% City of Seattle Workforce at Level</b>	<b>% Difference, WF vs KC#</b>
<b>Fourth quartile of wages: 76-100% (obs. = 3,193 employees)</b>				
American Indian/Alaska Native	0.5%	0.5%	1.2%	+123.4%
Asian	14.9%	17.0%	14.4%	-15.5%
Black or African American	6.8%	6.1%	7.2%	+17.4%
Hispanic or Latino	6.6%	9.6%	4.4%	-54.4%
Nat Hawaiian/Oth Pac Islander	0.3%	0.8%	0.9%	--
Two or More Races	6.0%	5.3%	2.7%	-49.9%
White	64.5%	60.4%	69.3%	+14.7%
<b>Third quartile of wages: 51-75% (obs. = 3,362 employees)</b>				
American Indian/Alaska Native	0.5%	0.5%	1.0%	+83.5%
Asian	14.9%	17.0%	13.5%	-21.0%
Black or African American	6.8%	6.1%	9.0%	+46.8%
Hispanic or Latino	6.6%	9.6%	5.5%	-42.4%
Nat Hawaiian/Oth Pac Islander	0.3%	0.8%	1.0%	--
Two or More Races	6.0%	5.3%	4.0%	-25.0%
White	64.5%	60.4%	66.1%	+9.4%
<b>Second quartile of wages: 26-50% (obs. = 3,315 employees)</b>				
American Indian/Alaska Native	0.5%	0.5%	1.6%	+208.3%
Asian	14.9%	17.0%	14.7%	-14.0%
Black or African American	6.8%	6.1%	13.5%	+120.2%
Hispanic or Latino	6.6%	9.6%	6.1%	-36.6%
Nat Hawaiian/Oth Pac Islander	0.3%	0.8%	2.5%	+231.1%
Two or More Races	6.0%	5.3%	4.0%	-24.0%
White	64.5%	60.4%	57.6%	-4.7%
<b>First quartile of wages: 0-25% (obs. = 3,367 employees)</b>				
American Indian/Alaska Native	0.5%	0.5%	1.7%	+220.7%
Asian	14.9%	17.0%	20.9%	+22.6%
Black or African American	6.8%	6.1%	21.0%	+241.6%
Hispanic or Latino	6.6%	9.6%	6.5%	-32.3%

Nat Hawaiian/Oth Pac Islander	0.3%	0.8%	3.1%	+304.6%
Two or More Races	6.0%	5.3%	4.4%	-17.9%
White	64.5%	60.4%	42.6%	-29.6%
# Percent difference between the % City workforce and the % county population. A percent difference of "--" indicates that the difference is within the margin of error (i.e., no statistically significant difference between proportions).				

*Figure 14: Pay Scale Levels by Race (Seven*

*Race Categories)*

## By Gender

### Gender: Overall Representation

In total, the City of Seattle workforce is under-representative of women: just 38.8% of City employees are female (37.4% of regular<sup>12</sup> employees), compared to 49.9% of the general (county) population.

**Figure 15: Overall Representation by Gender**

Overall Representation by Gender, December 2019				
Gender Group	% Seattle Population	% King County Population	% City of Seattle Workforce at Level	% Difference, WF vs KC <sup>#</sup>
Female	49.6%	49.9%	38.8%	-22.2%
Male	50.4%	50.1%	61.2%	+22.2%

Total employees = 13,601  
<sup>#</sup>Percent difference between the % City workforce and the % county population. A percent difference of “-” indicates that the difference is within the margin of error (i.e., no statistically significant difference between proportions).

The gender imbalance is greatest among the Fire, Police and City Light Departments (12.0%, 29.5% and 29.4%, respectively). However, it is found in all the largest City departments: among the other two departments that make up the largest five, the share female is 41.4% (Parks) and 37.6% (SPU). Removing the top five departments, the remainder of the City reaches near gender parity (that is, while many of the smaller departments also have significant gender imbalances, these collectively offset each other).

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<sup>12</sup> Regular means all non-temporary employees. Unless otherwise stated, figures in this report include both regular and temporary employees.

**Figure 16: Large City Departments by Gender**

Large City Departments by Gender, December 2019			
Departments (by size)	% City workforce	% Female	% Male
Police	14.7%	29.5%	70.5%
City Light	13.0%	29.4%	70.6%
Parks	11.5%	41.4%	58.6%
SPU	10.5%	37.6%	62.4%
Fire	8.1%	12.0%	88.0%
All Other	42.2%	49.7%	50.3%
<b>TOTAL</b>	<b>100.0%</b>	<b>38.8%</b>	<b>61.2%</b>
Total employees = 13,601			

### Gender: Across Supervisor Levels

Given the overall underrepresentation of women in the City’s workforce, it is not surprising then that women are underrepresented among supervisors when compared to the general population. The table below divides the City workforce into supervisor levels the same way shown previously for race. Results show that women are underrepresented relative to the general population in all but the lowest level of supervisors. From highest to lowest supervisory authority, the share women at each level is: 34.5%<sup>13</sup>, 36.3%, 37.4% and 53.4%.<sup>14</sup>

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<sup>13</sup> For perspective, of the 505 supervisors in the top supervisor quartile, a “swing” of 78 from male to female would be required to exactly match representation within the county population.

<sup>14</sup> If comparing to the City’s overall workforce (i.e., 38.8% female), women are still under-represented in the top level of supervisors (34.5%), though not by as wide a margin. In the third and second quartiles, women also have lower representation than in the overall workforce, but here the difference is within the margin of error. In the first quartile, representation (53.4%) is 37.4% greater than in the overall workforce, a statistically significant difference.

Figure 17: Supervisor Levels by Gender

Supervisor Levels by Gender, December 2019				
Gender	% Seattle Population	% King County Population	% City of Seattle Workforce at Level	% Difference, WF vs KC#
Fourth quartile of supervisors: 76-100% (obs. = 505 supervisors)				
Female	49.6%	49.9%	34.5%	-31.0%
Male	50.4%	50.1%	65.5%	+30.9%
Third quartile of supervisors: 51-75% (obs. = 639 supervisors)				
Female	49.6%	49.9%	36.3%	-27.3%
Male	50.4%	50.1%	63.7%	+27.2%
Second quartile of supervisors: 26-50% (obs. = 540 supervisors)				
Female	49.6%	49.9%	37.4%	-25.1%
Male	50.4%	50.1%	62.6%	+25.0%
First quartile of supervisors: 0-25% (obs. = 444 supervisors)				
Female	49.6%	49.9%	53.4%	--
Male	50.4%	50.1%	46.6%	--
Non-supervisors (obs. = 11,473 employees)				
Female	49.6%	49.9%	38.7%	-22.6%
Male	50.4%	50.1%	61.3%	+22.5%
#Percent difference between the % City workforce and the % county population. A percent difference of "--" indicates that the difference is within the margin of error (i.e., no statistically significant difference between proportions).				

### Gender: Across the Pay Scale

Also, not surprising, given the Citywide gender imbalance, is that women are underrepresented at most levels of the pay scale, compared to the general population. The table below divides the City workforce into levels based on hourly wage the same way shown previously for race. As shown below, women are underrepresented in the top three quartiles of hourly wages

30.3%, 34.9% and 40.4%, respectively), but have similar representation in the bottom quartile (49.1%).<sup>15,16</sup>

Figure 18: Pay Scale Levels by Gender

Pay Scale Levels by Gender, December 2019				
Gender	% Seattle Population	% King County Population	% City of Seattle Workforce at Level	% Difference, WF vs KC#
Fourth quartile of wages: 76-100% (obs. = 3,265 employees)				
Female	49.6%	49.9%	30.3%	-39.3%
Male	50.4%	50.1%	69.7%	+39.2%
Third quartile of wages: 51-75% (obs. = 3,437 employees)				
Female	49.6%	49.9%	34.9%	-30.1%
Male	50.4%	50.1%	65.1%	+30.1%
Second quartile of wages: 26-50% (obs. = 3,398 employees)				
Female	49.6%	49.9%	40.4%	-19.1%
Male	50.4%	50.1%	59.6%	+19.0%
First quartile of wages: 0-25% (obs. = 3,495 employees)				
Female	49.6%	49.9%	49.1%	--
Male	50.4%	50.1%	50.9%	--
# Percent difference between the % City workforce and the % county population. A percent difference of "--" indicates that the difference is within the margin of error (i.e., no statistically significant difference between proportions).				

## By Race/Gender

### Race/Gender: Overall

Women of color are slightly underrepresented at the City relative to the King County population (17.7% of employees vs 19.9% of the county population). Thus, the slight overrepresentation of people of color, collectively, is driven by men of color being over-represented (23.5% vs 19.7%). White men are also over-represented (37.5% vs 30.1%), so the slight underrepresentation of whites, collectively, is driven by the dramatic underrepresentation of white women (21.2% vs 30.3%).<sup>17</sup> As shown below,

<sup>15</sup> When comparing only to the City’s overall workforce (i.e., 38.8% female), women are still underrepresented in the top two wage quartiles, though by lower percent differences (-21.9% and -10.2%, respectively) than when comparing to the general population, but have similar representation in the second quartile (+1.6%) and greater representation in the bottom quartile (+26.4%).

<sup>16</sup> For perspective, of the 3,265 employees in the top wage quartile, a “swing” of 639 from male to female would be required to exactly match representation within the county population.

<sup>17</sup> That both women of color and white women are underrepresented at the City is expected given the overall underrepresentation of women (just 38.8% of the City workforce). Thus, a more interesting question might be whether the City is

white women are the most underrepresented of these groupings in the City workforce overall with 30.0% lower representation at the City than in the county population. However, women of color are the most underrepresented at the highest levels of City employment, by both supervisory authority and pay.

**Figure 19: Overall Representation by Race and Gender (POC/White)**

<b>Overall Representation by Race and Gender (POC/white), December 2019</b>				
<b>Race/Gender</b>	<b>% Seattle Population</b>	<b>% King County Population</b>	<b>% City Workforce</b>	<b>% Difference, WF vs KC#</b>
POC all	35.5%	39.6%	41.2%	+4.2%
POC/Female	18.0%	19.9%	17.7%	-11.0%
POC/Male	17.5%	19.7%	23.5%	+19.5%
White all	64.5%	60.4%	58.8%	-2.8%
White/Female	32.4%	30.3%	21.2%	-30.0%
White/Male	32.1%	30.1%	37.5%	+24.7%
Female all	49.6%	49.9%	38.8%	-22.2%
Male all	50.4%	50.1%	61.2%	+22.2%

Total employees = 13,234  
 # Percent difference between the % City workforce and the % county population. A percent difference of "--" indicates that the difference is within the margin of error (i.e., no statistically significant difference between proportions).

Using individual race categories, results show that Latinx women, white women, Asian women, and women of multiple races are all underrepresented within the City’s workforce relative to the county population. Among men, only Latinx and those of multiple races are underrepresented. In other words, only among Latinx and multi-race people are both men and women underrepresented at the City.

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at least representative by race *within* gender groups. Within women, Whites are somewhat underrepresented (54.5% of female employees vs 60.4% of women in the county population). Within men, people of color are slightly underrepresented (38.5% of male employees vs 39.5% of men in the county population).

Figure 20: Overall Representation by Race and Gender (Seven Race Categories)

Overall Representation by Race and Gender (Seven Race Categories), December 2019				
Race/Gender Group	% Seattle Population	% King County Population	% City Workforce at Level	% Difference, WF vs KC#
American Indian/Alaska Native all	0.5%	0.5%	1.3%	+159.2%
/Female	0.2%	0.3%	0.5%	+81.0%
/Male	0.3%	0.3%	0.9%	+235.9%
Asian all	14.9%	17.0%	15.9%	-6.8%
/Female	8.1%	9.0%	7.3%	-19.1%
/Male	6.9%	8.1%	8.6%	+6.3%
Black or African American all	6.8%	6.1%	12.7%	+107.7%
/Female	3.4%	3.0%	5.4%	+78.7%
/Male	3.5%	3.1%	7.4%	+134.9%
Latinx all	6.6%	9.6%	5.6%	-41.3%
/Female	2.9%	4.5%	2.1%	-52.7%
/Male	3.7%	5.1%	3.5%	-31.6%
Nat Hawaiian/Oth Pac Islander all	0.3%	0.8%	1.9%	+146.7%
/Female	0.1%	0.4%	0.7%	+77.4%
/Male	0.1%	0.4%	1.2%	+215.2%
Two or More Races all	6.0%	5.3%	3.8%	-29.0%
/Female	3.1%	2.7%	1.8%	-33.8%
/Male	3.0%	2.6%	2.0%	-24.6%
White all	64.5%	60.4%	58.8%	-2.8%
/Female	32.5%	30.4%	21.2%	-30.2%
/Male	32.2%	30.2%	37.5%	+24.4%
Female all	49.6%	49.9%	38.8%	-22.2%
Male all	50.4%	50.1%	61.2%	+22.2%
Total employees = 13,234				
# Percent difference between the % City workforce and the % county population. A percent difference of "--" indicates that the difference is within the margin of error (i.e., no statistically significant difference between proportions).				

## Race/Gender: Across Supervisor Levels

Examining the representation of race/gender groups across different levels of supervisors shows again that the underrepresentation of people of color collectively in the top quartile, relative to the county population, is driven by the underrepresentation of women of color who are the most underrepresented group at this level, making up 19.9% of the county population but just 11.4% of employees (42.4% lower representation). Similarly, the overrepresentation of whites in this category masks the underrepresentation of white women (23.1% of employees vs 30.3% of the county population, or 23.9% lower representation). In fact, both white women and women of color are underrepresented in all but the first (bottom) quartile of supervisors.

Supervisor Levels by Race and Gender (POC/white), December 2019				
Race/Gender Group	% Seattle Population	% King County Population	% City Workforce at Level	% Difference, WF vs KC#
Fourth quartile of supervisors: 76-100% (obs. = 498 supervisors)				
POC all	35.5%	39.6%	32.9%	-16.8%
POC/Female	18.0%	19.9%	11.4%	-42.4%
POC/Male	17.5%	19.7%	21.5%	--
White all	64.5%	60.4%	67.1%	+11.0%
White/Female	32.4%	30.3%	23.1%	-23.9%
White/Male	32.1%	30.1%	44.0%	+46.1%
Female all	49.6%	49.9%	34.5%	-31.0%
Male all	50.4%	50.1%	65.5%	+30.9%
Third quartile of supervisors: 51-75% (obs. = 629 supervisors)				
POC all	35.5%	39.6%	33.5%	-15.2%
POC/Female	18.0%	19.9%	14.6%	-26.4%
POC/Male	17.5%	19.7%	18.9%	--
White all	64.5%	60.4%	66.5%	+9.9%
White/Female	32.4%	30.3%	21.6%	-28.7%
White/Male	32.1%	30.1%	44.8%	+49.0%
Female all	49.6%	49.9%	36.3%	-27.3%
Male all	50.4%	50.1%	63.7%	+27.2%
Second quartile of supervisors: 26-50% (obs. = 532 supervisors)				
POC all	35.5%	39.6%	35.8%	-9.4%
POC/Female	18.0%	19.9%	14.7%	-26.3%
POC/Male	17.5%	19.7%	21.1%	--
White all	64.5%	60.4%	64.2%	+6.2%
White/Female	32.4%	30.3%	22.9%	-24.4%
White/Male	32.1%	30.1%	41.4%	+37.4%
Female all	49.6%	49.9%	37.4%	-25.1%
Male all	50.4%	50.1%	62.6%	+25.0%
First quartile of supervisors: 0-25% (obs. = 436 supervisors)				
POC all	35.5%	39.6%	35.3%	-10.7%
POC/Female	18.0%	19.9%	21.6%	--
POC/Male	17.5%	19.7%	13.8%	-30.0%
White all	64.5%	60.4%	64.7%	+7.0%
White/Female	32.4%	30.3%	32.6%	--
White/Male	32.1%	30.1%	32.1%	--
Female all	49.6%	49.9%	53.4%	--
Male all	50.4%	50.1%	46.6%	--
Non-supervisors (obs. = 11,139 employees)				
POC all	35.5%	39.6%	42.5%	+7.5%

POC/Female	18.0%	19.9%	18.2%	-8.7%
POC/Male	17.5%	19.7%	24.4%	+23.9%
White all	64.5%	60.4%	57.5%	-4.9%
White/Female	32.4%	30.3%	20.6%	-32.1%
White/Male	32.1%	30.1%	36.9%	+22.5%
Female all	49.6%	49.9%	38.7%	-22.6%
Male all	50.4%	50.1%	61.3%	+22.5%
*Percent difference between the % City workforce and the % county population. A percent difference of “-” indicates that the difference is within the margin of error (i.e., no statistically significant difference between proportions).				

Using more specific race categories results show, among other findings, that underrepresentation of Asians at all supervisor levels (relative to the county population) is driven by underrepresentation of women in this group, rather than men. By contrast, the underrepresentation of Latinx employees is relatively even across men and women.

Supervisor Levels by Race and Gender (Seven Race Categories), December 2019				
Race/Gender Group	% Seattle Population	% King County Population	% City Workforce at Level	% Difference, WF vs KC#
Fourth quartile of supervisors: 76-100% (obs. = 498 supervisors)				
American Indian/Alaska Native all	0.5%	0.5%	1.4%	+171.0%
/Female	0.2%	0.3%	0.2%	--
/Male	0.3%	0.3%	1.2%	+362.7%
Asian all	14.9%	17.0%	10.2%	-39.9%
/Female	8.0%	9.0%	3.2%	-64.2%
/Male	6.9%	8.1%	7.0%	--
Black or African American all	6.8%	6.1%	12.2%	+99.6%
/Female	3.4%	3.0%	4.2%	--
/Male	3.4%	3.1%	8.0%	+156.7%
Latinx all	6.6%	9.6%	4.6%	-51.7%
/Female	2.9%	4.5%	2.0%	-55.1%
/Male	3.6%	5.1%	2.6%	-48.7%
Nat Hawaiian/Oth Pac Islander all	0.3%	0.8%	1.2%	--
/Female	0.1%	0.4%	0.6%	--
/Male	0.1%	0.4%	0.6%	--
Two or More Races all	6.0%	5.3%	3.2%	-39.6%
/Female	3.1%	2.7%	1.2%	-55.2%
/Male	3.0%	2.6%	2.0%	--
White all	64.5%	60.4%	67.1%	+11.0%
/Female	32.4%	30.3%	23.1%	-23.9%
/Male	32.1%	30.1%	44.0%	+46.1%
Female all	49.6%	49.9%	34.5%	-31.0%
Male all	50.4%	50.1%	65.5%	+30.9%
Third quartile of supervisors: 51-75% (obs. = 629 supervisors)				
American Indian/Alaska Native all	0.5%	0.5%	1.3%	+145.2%
/Female	0.2%	0.3%	0.2%	--
/Male	0.3%	0.3%	1.1%	+327.4%
Asian all	14.9%	17.0%	13.2%	-22.6%
/Female	8.0%	9.0%	5.2%	-41.5%
/Male	6.9%	8.1%	7.9%	--
Black or African American all	6.8%	6.1%	9.9%	+60.6%
/Female	3.4%	3.0%	5.2%	+74.4%
/Male	3.4%	3.1%	4.6%	+47.3%
Hispanic or Latino all	6.6%	9.6%	5.6%	-41.8%

/Female	2.9%	4.5%	1.9%	-57.3%
/Male	3.6%	5.1%	3.7%	--
Nat Hawaiian/Oth Pac Islander all	0.3%	0.8%	1.3%	--
/Female	0.1%	0.4%	0.6%	--
/Male	0.1%	0.4%	0.6%	--
Two or More Races all	6.0%	5.3%	2.4%	-55.1%
/Female	3.1%	2.7%	1.4%	-46.7%
/Male	3.0%	2.6%	1.0%	-63.7%
White all	64.5%	60.4%	66.5%	+9.9%
/Female	32.4%	30.3%	21.6%	-28.7%
/Male	32.1%	30.1%	44.8%	+49.0%
Female all	49.6%	49.9%	36.3%	-27.3%
Male all	50.4%	50.1%	63.7%	+27.2%
Second quartile of supervisors: 26-50% (obs. = 532 supervisors)				
American Indian/Alaska Native all	0.5%	0.5%	1.5%	+189.4%
/Female	0.2%	0.3%	0.6%	--
/Male	0.3%	0.3%	0.9%	+261.0%
Asian all	14.9%	17.0%	14.1%	-17.5%
/Female	8.0%	9.0%	5.3%	-41.4%
/Male	6.9%	8.1%	8.8%	--
Black or African American all	6.8%	6.1%	10.3%	+68.1%
/Female	3.4%	3.0%	4.1%	--
/Male	3.4%	3.1%	6.2%	+98.2%
Hispanic or Latino all	6.6%	9.6%	4.7%	-50.9%
/Female	2.9%	4.5%	2.3%	-49.5%
/Male	3.6%	5.1%	2.4%	-52.0%
Nat Hawaiian/Oth Pac Islander all	0.3%	0.8%	1.3%	--
/Female	0.1%	0.4%	0.8%	--
/Male	0.1%	0.4%	0.6%	--
Two or More Races all	6.0%	5.3%	3.9%	--
/Female	3.1%	2.7%	1.7%	--
/Male	3.0%	2.6%	2.1%	--
White all	64.5%	60.4%	64.2%	+6.2%
/Female	32.4%	30.3%	22.9%	-24.4%
/Male	32.1%	30.1%	41.4%	+37.4%
Female all	49.6%	49.9%	37.4%	-25.1%
Male all	50.4%	50.1%	62.6%	+25.0%
First quartile of supervisors: 0-25% (obs. = 436 supervisors)				
American Indian/Alaska Native all	0.5%	0.5%	0.9%	--

/Female	0.2%	0.3%	0.5%	--
/Male	0.3%	0.3%	0.5%	--
Asian all	14.9%	17.0%	14.0%	-17.9%
/Female	8.0%	9.0%	8.0%	--
/Male	6.9%	8.1%	6.0%	--
Black or African American all	6.8%	6.1%	12.2%	+98.1%
/Female	3.4%	3.0%	7.1%	+136.3%
/Male	3.4%	3.1%	5.0%	+61.3%
Hispanic or Latino all	6.6%	9.6%	4.6%	-52.0%
/Female	2.9%	4.5%	3.2%	--
/Male	3.6%	5.1%	1.4%	-73.0%
Nat Hawaiian/OthPac Islander all	0.3%	0.8%	0.5%	--
/Female	0.1%	0.4%	0.5%	--
/Male	0.1%	0.4%	0.0%	--
Two or More Races all	6.0%	5.3%	3.2%	-39.6%
/Female	3.1%	2.7%	2.3%	--
/Male	3.0%	2.6%	0.9%	-65.1%
White all	64.5%	60.4%	64.7%	+7.0%
/Female	32.4%	30.3%	32.6%	--
/Male	32.1%	30.1%	32.1%	--
Female all	49.6%	49.9%	53.4%	--
Male all	50.4%	50.1%	46.6%	--
<b>Non-supervisors (obs. = 11,139 employees)</b>				
American Indian/Alaska Native all	0.5%	0.5%	1.4%	+161.2%
/Female	0.2%	0.3%	0.5%	+91.2%
/Male	0.3%	0.3%	0.9%	+231.0%
Asian all	14.9%	17.0%	16.5%	-3.5%
/Female	8.0%	9.0%	7.6%	-14.9%
/Male	6.9%	8.1%	8.8%	+9.0%
Black or African American all	6.8%	6.1%	13.1%	+113.0%
/Female	3.4%	3.0%	5.4%	+80.8%
/Male	3.4%	3.1%	7.6%	+144.2%
Hispanic or Latino all	6.6%	9.6%	5.7%	-39.9%
/Female	2.9%	4.5%	2.1%	-53.4%
/Male	3.6%	5.1%	3.7%	-28.2%
Nat Hawaiian/OthPac Islander all	0.3%	0.8%	2.0%	+165.8%
/Female	0.1%	0.4%	0.7%	+80.4%
/Male	0.1%	0.4%	1.3%	+251.5%
Two or More Races all	6.0%	5.3%	3.9%	-26.7%

/Female	3.1%	2.7%	1.8%	-32.5%
/Male	3.0%	2.6%	2.1%	-20.8%
White all	64.5%	60.4%	57.5%	-4.9%
/Female	32.4%	30.3%	20.6%	-32.1%
/Male	32.1%	30.1%	36.9%	+22.5%
Female all	49.6%	49.9%	38.7%	-22.6%
Male all	50.4%	50.1%	61.3%	+22.5%
<small>#Percent difference between the % City workforce and the % county population. A percent difference of “-” indicates that the difference is within the margin of error (i.e., no statistically significant difference between proportions).</small>				

**Figure 21: Supervisor Levels by Race and Gender (Seven Race Categories)**

## Race/Gender: Across the Pay Scale

Examining the representation of race/gender groups across the City's pay scale, it is evident that the underrepresentation of people of color relative to the general population in the top two quartiles of the pay scale is driven by the underrepresentation of women of color. While men of color are over-represented in all but the third quartile, women of color, who represent 19.9% of the county population, represent just 9.7% of employees in the top quartile (51.2% lower representation), making them the most underrepresented group at that level. Women of color are also just 13.7% of the third quartile (30.9% lower representation). Similarly, the over-representation of white employees overall in the top half of the pay scale relative to the general population masks an underrepresentation of white women, who are underrepresented in all four quartiles of the pay scale.

Pay Scale Levels by Race and Gender (POC/White), December 2019				
Race/Gender Group	% Seattle Population	% King County Population	% City Workforce at Level	% Difference, WF vs KC#
Fourth quartile of wages: 76-100% (obs. = 3,193 employees)				
POC all	35.5%	39.6%	30.7%	-22.4%
POC/Female	18.0%	19.9%	9.7%	-51.2%
POC/Male	17.5%	19.7%	21.0%	+6.7%
White all	64.5%	60.4%	69.3%	+14.7%
White/Female	32.4%	30.3%	20.8%	-31.4%
White/Male	32.1%	30.1%	48.5%	+61.1%
Female all	49.6%	49.9%	30.3%	-39.3%
Male all	50.4%	50.1%	69.7%	+39.2%
Third quartile of wages: 51-75% (obs. = 3,361 employees)				
POC all	35.5%	39.6%	33.9%	-14.4%
POC/Female	18.0%	19.9%	13.7%	-30.9%
POC/Male	17.5%	19.7%	20.1%	--
White all	64.5%	60.4%	66.1%	+9.4%
White/Female	32.4%	30.3%	21.2%	-30.0%
White/Male	32.1%	30.1%	44.9%	+49.2%
Female all	49.6%	49.9%	34.9%	-30.1%
Male all	50.4%	50.1%	65.1%	+30.1%
Second quartile of wages: 26-50% (obs. = 3,311 employees)				
POC all	35.5%	39.6%	42.4%	+7.1%
POC/Female	18.0%	19.9%	19.1%	--
POC/Male	17.5%	19.7%	23.3%	+18.4%
White all	64.5%	60.4%	57.6%	-4.7%
White/Female	32.4%	30.3%	21.5%	-29.2%
White/Male	32.1%	30.1%	36.2%	+20.1%
Female all	49.6%	49.9%	40.4%	-19.1%
Male all	50.4%	50.1%	59.6%	+19.0%
First quartile of wages: 0-25% (obs. = 3,364 employees)				
POC all	35.5%	39.6%	57.4%	+45.2%
POC/Female	18.0%	19.9%	27.9%	+40.2%
POC/Male	17.5%	19.7%	29.5%	+50.2%
White all	64.5%	60.4%	42.6%	-29.6%
White/Female	32.4%	30.3%	21.4%	-29.6%
White/Male	32.1%	30.1%	21.2%	-29.6%
Female all	49.6%	49.9%	49.1%	--
Male all	50.4%	50.1%	50.9%	--
#Percent difference between the % City workforce and the % county population. A percent difference of "--" indicates that the difference is within the margin of error (i.e., no statistically significant difference between proportions).				

Figure 22: Pay Scale Levels by Race and Gender (POC/White)

Using more specific race categories results show, among other findings, that women of all race groups, except American Indian/Alaska Native and Native Hawaiian/Pacific Islander, are underrepresented in the top quartile of the pay scale relative to the county population. For men, all categories are overrepresented in the top quartile except Latinx and those reporting multiple races. Overrepresentation among African Americans and whites in general at the top of the pay scale masks underrepresentation among women of those race categories. Meanwhile, again, underrepresentation of Latinx is present regardless of gender.

Pay Scale Levels by Race and Gender (Seven Race Categories), December 2019				
Race/Gender Group	% Seattle Population	% King County Population	% City Workforce at Level	% Difference, WF vs KC#
Fourth quartile of wages: 76-100% (obs. = 3,193 employees)				
American Indian/Alaska Native all	0.5%	0.5%	1.2%	+123.4%
/Female	0.2%	0.3%	0.2%	--
/Male	0.3%	0.3%	1.0%	+284.9%
Asian all	14.9%	17.0%	14.4%	-15.5%
/Female	8.0%	9.0%	4.9%	-45.2%
/Male	6.9%	8.1%	9.5%	+17.5%
Black or African American all	6.8%	6.1%	7.2%	+17.4%
/Female	3.4%	3.0%	2.1%	-30.3%
/Male	3.4%	3.1%	5.1%	+63.2%
Latinx all	6.6%	9.6%	4.4%	-54.4%
/Female	2.9%	4.5%	1.1%	-75.5%
/Male	3.6%	5.1%	3.3%	-36.0%
Nat Hawaiian/Oth Pac Islander all	0.3%	0.8%	0.9%	--
/Female	0.1%	0.4%	0.3%	--
/Male	0.1%	0.4%	0.6%	+57.4%
Two or More Races all	6.0%	5.3%	2.7%	-49.9%
/Female	3.1%	2.7%	1.1%	-58.0%
/Male	3.0%	2.6%	1.5%	-41.6%
White all	64.5%	60.4%	69.3%	+14.7%
/Female	32.4%	30.3%	20.8%	-31.4%
/Male	32.1%	30.1%	48.5%	+61.1%
Female all	49.6%	49.9%	30.3%	-39.3%
Male all	50.4%	50.1%	69.7%	+39.2%
Third quartile of wages: 51-75% (obs. = 3,361 employees)				
American Indian/Alaska Native all	0.5%	0.5%	1.0%	+83.5%
/Female	0.2%	0.3%	0.2%	--
/Male	0.3%	0.3%	0.7%	+174.3%
Asian all	14.9%	17.0%	13.5%	-21.0%
/Female	8.0%	9.0%	6.4%	-29.0%
/Male	6.9%	8.1%	7.1%	-11.9%
Black or African American all	6.8%	6.1%	9.0%	+46.8%
/Female	3.4%	3.0%	3.1%	--
/Male	3.4%	3.1%	5.9%	+89.2%
Latinx all	6.6%	9.6%	5.5%	-42.4%

/Female	2.9%	4.5%	2.1%	-52.0%
/Male	3.6%	5.1%	3.4%	-33.9%
Nat Hawaiian/Oth Pac Islander all	0.3%	0.8%	1.0%	--
/Female	0.1%	0.4%	0.3%	--
/Male	0.1%	0.4%	0.6%	+65.3%
Two or More Races all	6.0%	5.3%	4.0%	-25.0%
/Female	3.1%	2.7%	1.6%	-41.3%
/Male	3.0%	2.6%	2.4%	--
White all	64.5%	60.4%	66.1%	+9.4%
/Female	32.4%	30.3%	21.2%	-30.0%
/Male	32.1%	30.1%	44.9%	+49.2%
Female all	49.6%	49.9%	34.9%	-30.1%
Male all	50.4%	50.1%	65.1%	+30.1%
Second quartile of wages: 26-50% (obs. = 3,311 employees)				
American Indian/Alaska Native all	0.5%	0.5%	1.6%	+208.3%
/Female	0.1%	0.3%	0.6%	+122.2%
/Male	0.1%	0.3%	1.0%	+294.4%
Asian all	14.9%	17.0%	14.7%	-14.0%
/Female	3.5%	9.0%	7.1%	-20.9%
/Male	3.0%	8.1%	7.6%	--
Black or African American all	6.8%	6.1%	13.5%	+120.2%
/Female	1.5%	3.0%	6.5%	+115.8%
/Male	1.5%	3.1%	7.0%	+124.9%
Latinx all	6.6%	9.6%	6.1%	-36.6%
/Female	1.3%	4.5%	2.4%	-45.9%
/Male	1.6%	5.1%	3.6%	-28.8%
Nat Hawaiian/Oth Pac Islander all	0.3%	0.8%	2.5%	+231.1%
/Female	0.1%	0.4%	0.6%	+59.7%
/Male	0.1%	0.4%	1.9%	+403.4%
Two or More Races all	6.0%	5.3%	4.0%	-24.0%
/Female	1.3%	2.7%	1.9%	-29.2%
/Male	1.3%	2.6%	2.1%	-18.4%
White all	64.5%	60.4%	57.6%	-4.7%
/Female	14.1%	30.3%	21.5%	-29.2%
/Male	14.0%	30.1%	36.2%	+20.1%
Female all	49.6%	49.9%	40.4%	-19.1%
Male all	50.4%	50.1%	59.6%	+19.0%
First quartile of wages: 0-25% (obs. = 3,364 employees)				
American Indian/Alaska Native all	0.5%	0.5%	1.7%	+220.7%

/Female	0.1%	0.3%	0.9%	+245.3%
/Male	0.1%	0.3%	0.8%	+196.8%
Asian all	14.9%	17.0%	20.9%	+22.6%
/Female	2.6%	9.0%	10.6%	+18.3%
/Male	2.3%	8.1%	10.3%	+27.0%
Black or African American all	6.8%	6.1%	21.0%	+241.6%
/Female	1.1%	3.0%	9.7%	+222.1%
/Male	1.1%	3.1%	11.3%	+261.0%
Latinx all	6.6%	9.6%	6.5%	-32.3%
/Female	1.0%	4.5%	2.8%	-38.1%
/Male	1.2%	5.1%	3.7%	-27.0%
Nat Hawaiian/Oth Pac Islander all	0.3%	0.8%	3.1%	+304.6%
/Female	0.0%	0.4%	1.4%	+277.3%
/Male	0.0%	0.4%	1.6%	+332.6%
Two or More Races all	6.0%	5.3%	4.4%	-17.9%
/Female	1.0%	2.7%	2.5%	--
/Male	1.0%	2.6%	1.9%	-28.8%
White all	64.5%	60.4%	42.6%	-29.6%
/Female	10.7%	30.3%	21.4%	-29.6%
/Male	10.6%	30.1%	21.2%	-29.6%
Female all	49.6%	49.9%	49.1%	--
Male all	50.4%	50.1%	50.9%	--
#Percent difference between the % City workforce and the % county population. A percent difference of "--" indicates that the difference is within the margin of error (i.e., no statistically significant difference between proportions).				

**Figure 23: Pay Scale Levels by Race and Gender (Seven Race Categories)**

## **Additional metrics work ahead**

As the Workforce Equity unit continues to develop ways to measure equity in the workplace, the following are identified as necessary steps to make that work possible. These are the same steps as last year because there are limited resources devoted to WFE work and the engagement and exit surveys and Anti-Harassment and Anti-Discrimination work have taken precedent.

1. Connect the NEOGOV application system to HRIS by creating a field in the latter to capture the Applicant ID from the former;
2. Improve disposition code use in the NEOGOV hiring system to capture reasons for disqualification of candidates, from initial application to final hire, to assess hiring trends;
3. Standardize Step Exception form utilization for all requests, including denials;
4. Improve leave tracking for paid parental leave, paid family care leave, and demand for these leaves, as well as employee tenure tracking systems;
5. Fix the disparity between minimum qualifications on job postings and desired qualifications;
6. Expand the E3 employee performance data capture from a three-point scale to a 5-point scale.

## Leadership Expectations and Accountability Plan

Below is the language from the City's DRAFT Leadership Expectations and Accountability Plan. It is intended to be used with additional tools that support City Leaders and others in dismantling institutional racism in City government. These tools along with the final draft were only piloted in 2019 and citywide launch is now intended for late 2020.

The drafts include:

1. A self-assessment tool
2. A competencies guide
3. An action-planning workbook

Please note this tool is a working draft that is being further developed by the Workforce Equity Action and Planning Committee (WEPAC) in collaboration with the Seattle Department of Human Resources and the Office for Civil Rights. If you have any suggestions or comments, please contact WEPAC via Bailey Hinckley at [bailey.hinckley@seattle.gov](mailto:bailey.hinckley@seattle.gov).



## City of Seattle Leadership Expectations & Accountability Plan

### Welcome!

Welcome to the Leadership Expectations and Accountability Plan. Thank you for your commitment to excellence in leadership.

### Purpose

The purpose of the LEAP is to help City Leadership develop their skills and knowledge on workforce equity and on disrupting institutional racism in City government. The LEAP is a self-assessment tool that provides department directors, their leadership teams, and other leaders at the City with expectations, practices and metrics to grow in the following:

- a. Excellence in leadership;
- b. Proficiency in the E3 Equity and Inclusion competency;
- c. Proficiency in the E3 Accountability and Action competency; and
- d. Alignment with and commitment to the Race and Social Justice Initiative, Workforce Equity, and addressing and preventing discrimination and harassment.

### How to use the LEAP

1. Read the introduction
2. Do the self-assessment
3. Choose 3 areas of focus & develop your action plan
4. Set Expectations: Share out with your department & City Leadership
5. Be Accountable: After one year, reflect on your growth & share with your department and City Leadership. Then start at step 2 again.

### Support

This LEAP was developed by the Workforce Equity Planning and Advisory Committee. Their contact is [Bailey.Hinckley@seattle.gov](mailto:Bailey.Hinckley@seattle.gov) if you have any questions or would like further support in this work.

## Competencies Overview--Leadership Expectations and Accountability Plan (LEAP)

### Purpose

The Leadership Expectations and Accountability Plan (LEAP) measures and supports growth in the City of Seattle's racial equity leadership skills. City of Seattle leadership can only promote good governance through equitable practices. This will advance workforce equity and the dismantling of institutional racism at the City of Seattle and in its service to the people who live and work in Seattle.

### Background

The Leadership Expectations and Accountability Plan (LEAP) is a leadership development tool developed by the Workforce Equity Planning and Advisory Committee (WEPAC). It ensures The City of Seattle understands good governance to be rooted in holding itself accountable and ensuring that our leaders view accomplishment of Workforce Equity (WFE) and Race and Social Justice Initiative (RSJI) goals as the center of their individual and department work.

The City currently reflects the greater institutional and structural racism in society, affecting our organizational effectiveness and interfering with our voiced values of RSJ and WFE. City leadership is charged with upholding a workforce that reflects the demographics of the people we serve, and a workplace culture that is rooted in a practice of racial equity. To do so, they must have the leadership skills and analysis to actively and strategically challenge institutional and structural racism, power, and other workplace norms. The LEAP helps City leaders identify areas of progress and areas in need of growth to strengthen those leadership skills and analyses.

### How to use the LEAP

The LEAP is based on the self-assessment and action planning documents. After reading through its introduction, leaders complete the self-assessment to identify their strengths and weaknesses in racial equity work. From there, leaders identify 2-3 areas of growth and move through the action planning document. This includes the critical work of transparently sharing out the director's focus areas with their department staff and with the Mayor's Office. Finally, this striving for excellence never ends. At the end of the year, directors and leadership teams reassess and identify new focus areas for the following year.

### Foundations

The Leadership Expectations and Accountability Plan (LEAP) is informed by and aligned to the following citywide vision, commitments, values, and expectations:

#### Race & Social Justice Initiative (RSJI)

The City of Seattle's commitment to ending institutionalized racism in City government was formally implemented with creation Race and Social Justice Initiative (RSJI) in 2004. The initiative's long-term

goal is to change the underlying system that creates race-based disparities in our community and to achieve racial equity.

One of the initiative's short-term goals asks each department to apply a minimum of four (4) Racial Equity Toolkits (RETs) annually. This entails action and commitment from all levels of leadership to implement RETs with fidelity and intentionality at the front end of projects, programs and/or policies. Leadership must ensure the full and thoughtful completion of RETs.

#### Workforce Equity (WFE)

In 2014 the City developed a strategic plan to advance workforce equity. The vision is to obtain "an inclusive workforce that is inclusive of people of color and other marginalized groups at a rate representative of the greater Seattle area at all levels of city employment; where institutional and structural barriers impacting employee attraction, selection, participation and retention have been eliminated, enabling opportunity for employment success and career growth."

Achieving workforce equity requires fundamental culture change that dismantles barriers, real or perceived, and enables an inclusive workplace. It also needs specific investments in the workforce itself. Leadership shares a substantial responsibility in shaping departmental culture and environment, as well as ensuring the sustained implementation of strategies to advance workforce equity.

#### E3 Performance Management (E3)

As part of the Workforce Equity Strategic Plan, the E3 Performance Management system was implemented to move towards an equitable and consistent process for employee development. The City of Seattle defines 'equity and inclusion' as well as 'accountability and action' as performance competencies that all city employees are expected to demonstrate.

Proficiency in these is defined as a person who:

- Challenges and updates organizational practices that cause harm and exclude people based on race, gender, ability, etc.; and seeks to change such practices
- Initiates procedures, programs, or policies to foster racial equity and address harmful practices, including everyday work
- Consistently applies Racial Equity Toolkits (RETs)
- Proactively seeks out learning opportunities on Race & Social Justice (RSJ) and applies learning to everyday practices
- Actively participates, and encourage others to participate, in RSJ training opportunities and acts as a department resource for the RSJ
- Works to improve policies, procedures, and support for accountability measures with consistent and accessible communication strategies
- Encourages learning and improvement in themselves and others
- Demonstrates initiative in actions and decision-making
- Consistently evaluates RSJ, WFE, anti-discrimination and anti-harassment efforts, and course corrects when necessary\*
- Invests in and allocates resources towards departmental equity and inclusion efforts\*

*\*Not included in original E3 definition*

## Anti-Discrimination and Anti-Harassment

During the summer of 2018, an Anti-Harassment Interdepartmental Team (IDT) developed Citywide recommendations for Addressing and Preventing Workplace Harassment and Discrimination. These recommendations identified multiple strategies to enhance the commitment from and accountability of leadership and departments in maintaining safe, healthy, and inclusive workplace cultures and environments. Since, using IDT recommendations, Mayor Durkan issued the Anti-Harassment and Anti-Discrimination Executive Order. To compliment and highlight these Citywide priorities, specific expectations related to anti-harassment and anti-discrimination have been identified within the LEAP.

## Key Definitions

The following definitions are key to understanding the LEAP:

### **Accountability**

The fact or state of being accountable or responsible.

Individuals and departments are held responsible for their decisions, actions, and for their work to embed and reflect racial justice and equity principles and priorities. This requires each department and its leadership to commit and be responsible for centering communities most impacted by racial oppression.

### **Institutional and Structural Racism**

Institutional Racism is racism expressed and upheld through social and political institutions and systems. Structural Racism is racism expressed and upheld by through the engagement and intersection of those social and political institutions and systems.

Individuals and departments are held accountable for understanding institutional and structural racism, our role as government, and strategies to dismantle racism within our institutions and structures.

### **White Supremacy Culture**

The ideology, norms, values, and customs that align and are most comfortable to white people and communities that in turn are established and expected to be the ideology, norms, values and customs of all people despite their backgrounds. It is understood to be embedded and a part of institutional and structural racism. White Dominant Culture is the workplace culture of most institutions and is reproduced by most institutions in our society.

Individuals—especially those in leadership—and departments are held accountable for shifting workplace culture away from White Dominant Culture and towards a culture inclusive of different ways of thinking, working, living, and being.

### **Relational Culture**

The ideology, norms, values, and customs that are inclusive of different ways of thinking, working, living, and being. Relational Culture is rooted in human connection, acceptance of whole people, and the alignment of interpersonal relationships and institutional practices in empathy, respect, and belonging.

#### *Culture of Belonging*

- Ideology, norms, values, and customs that lead to people of different backgrounds feel like they belong in that group (e.g. all employees feel a part of what creates the workplace culture, not someone who needs to hide aspects of themselves to conform to the workplace culture)

#### *Inclusion*

- The action or state of being included within a group or structure, particularly when it comes to decision-making and meaningful contributions, without being required to hide aspects of themselves to conform. Hence, a culture of belonging is at the core of inclusion as they both require a space for different people to be themselves, think as themselves, and contribute to decision making as themselves.

Individuals—especially those in leadership—and departments are held accountable for shifting workplace culture away from White Dominant Culture and towards Relational Culture, and ensuring people of all backgrounds and cultures experience belonging and inclusion (particularly when it comes to decision-making and meaningful contributions) without having to hide aspects of themselves to conform as a rite of passage.

### **Workforce Equity**

When a workforce is inclusive of People of Color and other marginalized or under-represented groups at a rate representative of the greater Seattle area at all levels of City employment; where institutional and structural barriers impacting employees' attraction, selection, participation and retention have been eliminated, enabling opportunity for employment success and career growth.

Individuals and departments are held accountable for moving the department towards Workforce Equity.

## **Seven LEAP Competencies and Explanations**

Understanding how to move a department and its work towards racial equity is at the core of what it means to lead in City government. The Leadership Expectations and Accountability Plan (LEAP) is a tool to help City

directors develop those racial equity strategies, skills, and cultural competencies as personal and professional development so they can better lead at the City. The LEAP helps leaders identify their strengths and areas of improvement so they can seek out resources and professional development opportunities to build upon areas of improvement.

The LEAP assesses 7 competencies and practice areas:

1. **Personal Practice & Professional Development-** Investing in areas of improvement in this section will help a leader practice self-awareness, understanding, and responsiveness to the impacts of inequity, racial justice, social justice, social identities, power, oppression, privilege, assumptions, and bias on leadership decision-making.
2. **Workforce Equity Metrics-** Investing in areas of improvement in this section will help a leader build the capabilities to track workforce equity metrics and data so that leadership can improve on predicting and acting on inequitable outcomes in department work. This allows leaders and departments to make improvements to strategies supporting workforce equity—especially as it relates to anti-discrimination, anti-harassment, and the Race & Social Justice Initiative (RSJI)
3. **Tools-** Investing in areas of improvement in this section will help a leader build the resources and tools to aid their department find and analyze individual, institutional, and structural racism in department work, practice, and outcomes. This targeted assessment and evaluation can improve daily practices and overall department leadership
4. **Collaboration-** Investing in areas of improvement in this section will help a leader address systemic injustice, center those most impacted, foster change leaders, and make space to listen to employees and Community in Seattle. Leaders at the City are expected to actively take part and connect with a variety of stakeholders to foster collective change. Building upon knowledge and skills in this section will help a leader do so
5. **Resource Allocation-** Investing in areas of improvement in this section will help a leader redefine what it means to prioritize workforce equity and RSJI, and work towards developing strategies to budget in support of workforce equity and RSJI. This includes, but is not limited to, allocating sufficient: employee time, general budget, procurement, and funding for RSJI Change Teams and Employee Resource Groups (or affinity groups), and contracting dollars/standards
6. **Staff Management-** Investing in areas of improvement in this section will help a leader recognize City employees as the heart of our organization and value their voices, personal experiences, and professional development as a priority. Supply the necessary resources, support, education, training, and development for employees to develop their racial equity lenses and build a stronger workforce community.
7. **Communication-** Investing in areas of improvement in this section will help a leader build effective, responsive, and inclusive communication with staff and Community.

These competency areas are broken down into detailed learning levels below. These three learning levels align with the upper three learning levels of the self-assessment. Please read through the

learning levels for each competency below prior to taking the self-assessment. Then after taking the self-assessment, use the examples in the competencies you've identified to help build out your action plan.

Personal Practice & Professional Development		
Section Significance: Self-awareness, racial equity analyses and responsiveness, institutional and structural impact analyses, and understanding intersectional identities is essential to developing adequate leadership skills in government. This section highlights areas for City leaders to continue building upon.		
Learner	Distributor of Power	Vulnerable Teacher
<ul style="list-style-type: none"> <li>• Name historical inequities in society.</li> <li>• Share knowledge of Seattle's history of discrimination.</li> <li>• Name current racial inequities in your communities.</li> <li>• Share one's own racial positionality and how it intersects with additional minoritized identities</li> <li>• Articulate one's own identities and intersectionality</li> <li>• Name how institutional racism manifests in the City's workforce and the communities we serve.</li> <li>• Explain how practices/changes have been implemented in the department because of your engagement in RSJI.</li> <li>• Explain a foundational understanding of racial justice, social justice and inclusion within the context of city government.</li> <li>• Understand and articulate the business case for working actively to create racial equity.</li> <li>• Understand how one's social identities can affect how one does one's work (i.e. recognizes leadership, develops budgets, interviews, employees conduct, performance development and work with communities).</li> </ul>	<ul style="list-style-type: none"> <li>• Name how social identities, social group status, power, privilege, oppression, strengths, limitations, assumptions, attitudes, values, beliefs, and biases affect the workplace.</li> <li>• Understand how discrimination, inequity, and harassment can influence the systems which organize departments and City's work.</li> <li>• Understand an advanced level of RSJI terminology.</li> <li>• Discuss how society sets all people up as participants in systems of power, and one's personal relationship to those systems of power (whether one experiences oppression or privilege).</li> <li>• Advocate for social justice values in City goals and programs</li> <li>• Understand and articulate your responsibility for your department's role in perpetuating discrimination, harassment and oppression</li> <li>• Demonstrate self-awareness of how one's social identities can affect how one does one's work (i.e. recognizes leadership, develops budgets, interviews, employees conduct, performance development and work with communities)</li> </ul>	<ul style="list-style-type: none"> <li>• Supply consultation to other units, divisions, institutions, on strategies to end institutionalized racism in City government.</li> <li>• Integrate knowledge of racial justice social justice and inclusion oppression privilege and power into one's daily practice</li> <li>• Understand culture is dynamic and created constantly by people</li> <li>• Facilitate training and development opportunities on RSJI and WFE to departments, units, Citywide, local and national levels.</li> <li>• Practice and educate on community engagement and organizing skills based on anti-racist principles.</li> <li>• Facilitate and support conversation concerning racial equity and social justice.</li> <li>• Communicates the meaning of advanced RSJ terminology.</li> <li>• Demonstrate a commitment to a regular, integrated practice of racial equity rooted in relational ways of</li> </ul>

<ul style="list-style-type: none"> <li>• Understand and articulate the City and Department’s history with discrimination and harassment.</li> <li>• Name how race and gender impact discrimination and harassment in the workplace.</li> <li>• Name unacceptable conduct beyond legal protections.</li> <li>• Read and understand the personnel rule.</li> <li>• Proactively discuss current local, national, and global events that are likely impact the workplace.</li> <li>• Actively remind the workforce of the types of conduct that are unacceptable in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Name strategies to address social, environmental, and structural dimensions of racial injustice and social injustice.</li> <li>• Practice strategies of distributive leadership and culture-shift towards relational-culture.</li> <li>• Know the racial undertones of terms such as “respect” and “intimidation.”</li> <li>• Articulate one’s own identities and social positionalities. one’s own social identities, social positionalities and, if applicable, intersectionality.</li> </ul>	<p>being that cultivate connection and belonging.”</p>
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Trainings/Courses

Section Significance: Learning opportunities create the groundwork for personal and professional racial equity and justice. The following list includes some general learning opportunities the City has available for its leaders. This section highlights areas for City leaders to seek more learning opportunities.

Learner	Distributor of Power	Vulnerable Teacher
<p>Completed the following RSJ trainings, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Race the Power of an Illusion</li> <li>• Racial Equity Toolkit</li> <li>• Implicit Bias 1.0</li> <li>• Gender Diversity in the Workplace</li> <li>• Anti-Harassment &amp; Anti-Discrimination</li> <li>• Internalized Racial Inferiority or Internalized Racial Superiority</li> <li>• Minimizing Bias in Employment Decisions</li> </ul>	<p>Completed the following RSJ trainings, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Implicit Bias 2.0</li> <li>• Restorative Practices</li> <li>• Bystander Intervention</li> <li>• Trauma Informed Care Practices</li> <li>• Conducting Race-Based Facilitation &amp; Training</li> <li>• Participated in related RSJI &amp; WFE trainings (additional 20 hours per year or 2 trainings annually)</li> </ul>	<ul style="list-style-type: none"> <li>• Attended refresher RSJI &amp; WFE trainings and courses regularly.</li> <li>• Presented on RSJI &amp; WFE trainings in the department, Citywide, locally and/or nationally.</li> <li>• Attended ongoing RSJI &amp; WFE focused training and development. (Additional 40+ hours or 4 trainings annually)</li> </ul>

## Workforce Equity Metrics

Section Significance: Workforce equity metrics and data allows leaders and departments to lead with evidence-based strategies and to hold themselves and their departments accountable to making improvements to workforce equity, anti-discrimination & anti-harassment, and RSJI. This section highlights areas for City leaders to continue building upon.

Learner	Distributor of Power	Vulnerable Teacher
<ul style="list-style-type: none"> <li>• Establish baseline WFE data (quantitative and qualitative) for department.</li> <li>• Review and assess employee data by race, gender, and the intersection of race and gender. This includes:               <ul style="list-style-type: none"> <li>- Head count, Gender, Job title, Tenure, Wage/All in pay, Supervisory Authority, Exits, Out-of-class assignments</li> </ul> </li> <li>• Track and assess employee data by race, gender, and the intersection of race and gender by the following categories:               <ul style="list-style-type: none"> <li>- Promotions, Complaints, Step exemptions, Merit leave, Discipline, Reclassifications, Applicant pools, Executive leave days, Performance evaluations, Sabbaticals, Alternative Work Schedules including telecommuting, FMLA Approval, Sick Days</li> </ul> </li> <li>• Collect and review department level exit and engagement survey responses to shift department culture.</li> <li>• Ensure department level exit and engagement survey responses are used to achieve the vision of WFE.</li> <li>• Discuss how 360 evaluations and employee feedback is being integrated into performance evaluations of department supervisors and managers.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess department effectiveness and removing barriers to address issues of social justice and racial equity</li> <li>• Ensure resources are distributed equitably and adequately to meet the needs of all communities</li> <li>• Expand employee data collection to understand how intersections of identity in addition to race and gender, further impact populations.</li> <li>• Develop strategies to address disparities and inequities as soon as they are identified.</li> <li>• Analyze data collection practices, for bias and inequity.</li> <li>• Update data collection practices on a regular basis.</li> <li>• Disseminate data and findings transparently to department employees and Citywide.</li> <li>• Discuss how outside data, research, and community informed practices are utilized to enhance department work.</li> <li>• Ensure department level exit and engagement survey data is used to enhance the management practices of supervisors.</li> <li>• Demonstrate a critical understanding of how white supremacy manifests in data collection, evaluation, and metrics.</li> </ul>	<ul style="list-style-type: none"> <li>• Supply consultation to other units, divisions, departments, and institutions on strategies to create and utilize WFE metrics.</li> <li>• Integrate WFE metrics and analysis into daily practice.</li> <li>• Advocate and develop WFE metrics, tools, and resources to support related work across sectors, municipalities, and systems</li> <li>• Coach and train other on how white supremacy manifest in data collection, evaluation, and metrics.</li> <li>• Advocate and take part in Citywide, local, and national work promoting the use of equity metrics to address disparities and inequalities.</li> <li>• Coach and train others on practices for applying and using workforce equity metrics to daily work.</li> </ul>

<ul style="list-style-type: none"> <li>• Conduct regular department climate surveys to assess extent to which discrimination and harassment is experienced as a problem in the workplace.</li> <li>• Name how related metrics for discrimination and harassment response and prevention is incorporated into employees' performance reviews.</li> <li>• Collect department data on employee discipline practices and address inequities. Ensure data on intakes and investigations are collected, posted, addressed and incorporated in department action plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how equity metrics are connected to resource development and allocation.</li> <li>• Utilize measurable community outcomes to inform decision making at the City of Seattle while making visible the experiences of minoritized populations,</li> <li>• Understand and articulate the nuance and complexities of maintaining and adhering data collection best practices. Partner with researchers and institutions to evaluate holistic workplace discrimination and harassment prevention efforts.</li> </ul>	
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**Tools**

**Section Significance:** The City has resources and tools to help departments and leaders identify racism and inequities, analyze where it comes from, and lead work against it. This section highlights areas for City leaders to continue improving upon.

Learner	Distributor of Power	Vulnerable Teacher
<ul style="list-style-type: none"> <li>• Name how the department regularly communicates and gives the City’s Guidance on Gender Identity in the Workplace to staff.</li> <li>• Name how the department is implementing practices outlined in the City’s Guidance on Gender Identity in the Workplace.</li> <li>• List current strategies for incorporating the City’s Guidance on Gender Identity in the Workplace.</li> <li>• Utilize EEOC guidance and risk assessment as a foundation to address workplace discrimination &amp; harassment.</li> <li>• Describe how your department is assessing discrimination and harassment risk factors and what steps are being taken to minimize those risks.</li> <li>• List and discuss the department’s, and each unit’s, annual plan and strategies for addressing and preventing discrimination and harassment.</li> <li>• Describe how the plan and strategy will be assessed for progress.</li> <li>• Implement measures to assess the departments climate and workplace culture for employees.</li> <li>• Indicate how you are addressing bias incidents affecting employees</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly find new strategies to support and expand the impact of gender justice within the department and in department work.</li> <li>• Advocate, develop, and fund new tools and resources to support the work of gender justice in the department.</li> <li>• Able to conduct a social power analysis on processes, systems, and structure to increase equity.</li> <li>• Build department effectiveness in addressing critical incidence of discrimination and harassment that affect employees and people</li> <li>• Advocate, develop, and fund new tools and resources to support the work of preventing and addressing discrimination and harassment in the department.</li> <li>• Discuss how action plans incorporate racial equity, workplace equity, restorative justice, and trauma informed care.</li> <li>• Facilitate RET processes (average 1+ per year)</li> <li>• Support and take part in RET processes across departments.</li> <li>• Document and share how power, privilege and white supremacist practices influenced the RET process.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate and take part in Citywide, local, and national work to expand the impact of gender justice.</li> <li>• Advocate and develop tools and resources to support the work of gender justice across sectors, municipalities, and systems</li> <li>• Advocate and participate in Citywide, local, and national work to expand the impact of addressing and preventing workplace harassment and discrimination.</li> <li>• Advocate and develop tools and resources to support the work of anti-discrimination and anti-harassment across sectors, municipalities, and systems</li> <li>• Support your department in integrating racial equity, workplace equity, restorative justice, and trauma informed care into action plans.</li> <li>• Coach and train staff on facilitating RET processes.</li> <li>• Participate RET processes across sectors, municipalities, local, state, national forums.</li> </ul>

<ul style="list-style-type: none"> <li>• Outline department accountability strategies for managers and supervisors to prevent and respond to workplace discrimination and harassment.</li> <li>• Outline prevention efforts that specifically support education and reporting mechanisms for interns and youth employees.</li> <li>• Describe how employee workplans will be reviewed, approved, and audited.</li> <li>• Name current steps in place to address and change department culture.</li> <li>• List the current RETs your department has conducted in the past year.</li> <li>• Discuss the point in the process the RET was applied to each item listed.</li> <li>• Describe how your department decided when to apply a RET to each of the identified projects, programs, policies, services, or budget decisions.</li> <li>• Discuss the membership of each RET team and whom was represented (i.e. Change Team members, project managers, front-line staff, etc.)</li> <li>• Describe the RET's community engagement plan and how it centered the voices of those most impacted.</li> <li>• Discuss how voices of those most impacted informed the RET process and outcome.</li> <li>• Describe the plan and commitment to continue to sustain the relationships developed during each RET's</li> </ul>	<ul style="list-style-type: none"> <li>• List how these practices affect the finding of the RET and identify how each can be addressed.</li> <li>• Create ongoing strategic plan for continued development of inclusive initiatives and practices throughout the department.</li> <li>• Conduct a power analysis on related processes, systems, and structures which affect the RSJI in the workplace. Indicate the changes that will come from this power analysis.</li> </ul>	
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<p>community engagement practice.</p> <ul style="list-style-type: none"><li>• Document and share how and why each program, policy, practice, budget decision, or service changed following the RET.</li><li>• Document and discuss the department's annual RSJI Workplan and name when it was submitted.</li><li>• Confirm the department's RSJI Workplan is posted and is viewable on the RSJI Outcomes, Strategies, and Actions (ROSA) website.</li><li>• Describe how workplans will be reviewed, approved, and audited.</li></ul>		
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**Communication**

**Section Significance:** To be accountable to communities, leaders are expected to be transparent and communicate authentic. This means actively communicate opening and in diverse ways. This section highlights areas for City leaders to continue improving upon.

Learner	Distributor of Power	Vulnerable Teacher
<ul style="list-style-type: none"> <li>• Advocate for racial equity as part of the department’s work</li> <li>• Share the benefits of promoting racial equity in the workplace for oneself and the organization</li> <li>• List and describe the actions you have taken to create a department culture in alignment with the WFE vision.</li> <li>• Discuss what steps have been taken to be transparent and communicate this message with employees.</li> <li>• List departmental strategies for communicating matters and progress on WFE, such as:               <ul style="list-style-type: none"> <li>- Discrimination complaints, Harassment complaints, RSJI Citywide and Department survey results, RSJI Dept. Change Team, recommendations and progress, Employee Exit survey results, Employee Engagement survey results</li> </ul> </li> <li>• Work with other members of the management team and or union leadership to implement the equity commitments of the organization</li> <li>• List how the department is ensuring and incorporating inclusive and accessible communication strategies. (i.e. Plain language, translation, interpretation, caption, audio, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue about issues of racial justice, social justice, inclusion, power, privilege, and oppression in your department</li> <li>• Assess materials (public and internal) for bias and revise as necessary</li> <li>• Understand the cultural and racial factors that influence communication</li> <li>• Ensure communications inclusive of text and illustrations reflect the indigenous and racially diverse communities</li> <li>• Makes the connections between different forms of discrimination and how they affect members of indigenous and racialized communities</li> <li>• Model a learning culture</li> <li>• Communicate in normative storytelling of successes, failures, and lessons learned in leading anti-racist and equity enhancing initiatives. Share community and those accountable.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate on issues of racial justice social justice oppression privilege and power that impact people based on local Country and global interconnections</li> <li>• Actively participate in discussions about racial equity with staff and clients, without prompting</li> <li>• Recognizes the complexity and diversity within each indigenous and racialized Community</li> </ul>

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| <ul style="list-style-type: none"><li>• Explain how contractors, consultants, volunteers, and those performing work on behalf of the City are applying and being held accountable for RSJI and WFE priorities.</li><li>• Explain how you are communicating department expectations concerning anti-discrimination, anti-harassment, and inappropriate behavior.</li><li>• Discuss the department's online tools and resources for employees communicating accountability expectations, reporting processes, and related resources.</li><li>• List strategies providing consistent education and support and understanding of department and Citywide expectations and requirements of mandatory reporters.</li><li>• Regularly update employees on department efforts for addressing and preventing workplace discrimination and harassment.</li><li>• Explain how contractors, consultants, volunteers, and those performing work on behalf of the City use the same workplace expectations on preventing and addressing harassment and discrimination</li></ul> |  |  |
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## Collaboration

Section Significance: To address systemic injustice, those most impacted must be centered, and change leaders must collaborate. Leaders at the City are expected to actively take part and connect with a variety of stakeholders to foster collective change. This section highlights areas for City leaders to continue improving upon.

Learner	Distributor of Power	Vulnerable Teacher
<ul style="list-style-type: none"> <li>• Name how you are providing WFE lens support to the departments RSJI Change Team</li> <li>• Discuss how you are prepared to be challenged by employees, to grow in your current knowledge on equity, race and social justice.</li> <li>• List the strategies the department has implemented to empower the department RSJI Change Team to affect the work of units and teams</li> <li>• Document and discuss how teams and units are being held accountable to feedback from the Change Team.</li> <li>• List the department’s mechanisms for obtaining community participation</li> <li>• Discuss how the department has adjusted RSJI Change Team members’ workload to account for their reallocated time and commitment to the work.</li> <li>• Outline how the department engages with department and Citywide affinity groups.</li> <li>• Discuss how the department collaborates with the RSJI Change Team on assessing strategies and plans for addressing and preventing workplace discrimination and harassment.</li> <li>• Outline how the department is engaging with department employee groups in addressing and preventing workplace discrimination and harassment.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate for the development of a more inclusive and socially conscious department</li> <li>• Review policies and plans to ensure they are consistent with the racial equity in the mission of WFE</li> <li>• Assess department of effectiveness in removing barriers to address issues of racial justice social justice and inclusion</li> <li>• Ensure department employees at all levels know where to find information concerning WFE and RSJI, when the department’s programs cannot meet their needs</li> <li>• Work with multiple departments and sectors (i.e. community leaders, public organization, private organization, etc.) on collective problems and share/develop inclusive practices</li> <li>• Participate and support collective impact strategies across departments and share/develop strategies and practices addressing workplace harassment and discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure department policies practices facilities structures systems and technologies respect and represent the needs of all people.</li> <li>• Participate in and support collective impact strategies with community leaders across sectors and share/develop inclusive practices.</li> <li>• Participate in collective impact strategies with community leaders across sectors and share/develop strategies and practices addressing workplace harassment and discrimination</li> </ul>

**Resource Allocation**

Section Significance: Leaders within the City of Seattle are expected to prioritize resources including time and funding to support workforce equity and RSJI. This requires identifying how current procurement practices, budgetary support each RSJI Change Team, Contracting, etc. This section highlights areas for City leaders to continue building upon.

Learner	Distributor of Power	Vulnerable Teacher
<ul style="list-style-type: none"> <li>• List how the department’s procurement practices are reviewed and analyzed for equity.</li> <li>• Describe how the department’s procurement practices apply equity? (i.e. contracting with WMBE)</li> <li>• Describe how Women and Minority-Owned Business Enterprise (WMBE) use standards are applied in the department.</li> <li>• Document and discuss the fiscal resources you are using for WFE objectives within your department. (i.e. recruitment, trainings, 360 evaluations)</li> <li>• Outline how consultants and contractors, are held accountable for applying racial equity and workforce equity.</li> <li>• Name staffing dedicated to RSJI and WFE focused work.</li> <li>• List current discrimination and harassment prevention efforts and identify how they are resourced (i.e. time, funding, etc.)</li> <li>• Name how staff time is used to support discrimination &amp; harassment prevention efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Name the resources used toward data collection procedures supporting RSJI and WFE accountability measures.</li> <li>• Ensure discrimination and harassment prevention efforts are adequately resourced in the department.</li> </ul>	<ul style="list-style-type: none"> <li>• Bring those most impacted into budgeting practices and be accountable to them and the time they invest in the process</li> <li>• Advocate and ensure discrimination and harassment prevention efforts are adequately resourced across the City.</li> </ul>

## Staff Management

Section Significance: City employees are the heart of our organization and as so, should be prioritized in supplying the necessary resources, support, education, training, and development. This section highlights areas for City leaders to continue improving upon.

Learner	Distributor of Power	Vulnerable Teacher
<ul style="list-style-type: none"> <li>• List strategies you are using so hiring and promotion practices are nondiscriminatory and how the department is working towards building inclusive teams.</li> <li>• Report how managers and employees who are meeting and/or exceeding expectations on workplace culture and RSJI are rewarded.</li> <li>• Report progress of number of department managers taking the requisite classes to be better managers, specifically regarding RSJI and minimizing bias in employment decisions.</li> <li>• Explain how department employee/engagement survey findings are uncovered and acted upon to improve the culture.</li> <li>• Explain how performance appraisals, merit leave, and salary placements are evaluated for equity.</li> <li>• Describe how you are ensuring WFE in coaching, mentoring, training approvals, and promotional appointment.</li> <li>• Report how are you holding your managers accountable for RSJI and WFE activities that either are or are not happening.</li> <li>• Describe how individual staff and departmental performance indicators are linked with a demonstrated commitment to</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure there is a link between job responsibilities and the racial equity goals of the organization</li> <li>• Grant added merit leave to managers and supervisors based on reviews from their employees and commitment to RSJ principles</li> <li>• Grant merit leave to employees based on their demonstrated investment in RSJ principles including requesting access to training, attending training, participation in RSJ Change Teams, completing RETs on projects, and being a voice for RSJ principles in the workplace.</li> <li>• Provide departmental training and education to department staff concerning addressing and preventing harassment and discrimination.</li> <li>• Provide opportunities for all employees to engage in social justice educational professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Include individuals from the community whenever possible in hiring decisions</li> <li>• Use 360-degree reviews, including community feedback, when completing employee performance reviews</li> <li>• Create channels for communication from entry-level employees through to directors and the Mayor's office.</li> <li>• Remove managers from their roles who have low retention rates of employees and/or poor exiting employee feedback</li> </ul>

<p>racial equity social justice and workforce equity</p> <ul style="list-style-type: none"> <li>• List when and how the department conducts compliance training for employees, managers, supervisors, etc.</li> <li>• Describe specific strategies that support the education and development of interns and youth working with the department.</li> <li>• Name added training and education provided to department staff concerning addressing and preventing harassment and discrimination.</li> </ul>		
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References:

- o *Protocol for Culturally Responsive Organizations, Center to Advance Racial Equity*
- o *Tool for organizational Self-Assessment Related to Racial Equity*

**DRAFT TOOL**

Please note this tool is a working draft that is being further developed by the Workforce Equity Action and Planning Committee (WEPAC) in collaboration with the Seattle Department of Human Resources and the Office for Civil Rights. If you have any suggestions or comments, please contact WEPAC via Bailey Hinckley at [bailey.hinckley@seattle.gov](mailto:bailey.hinckley@seattle.gov).

## Self-Assessment—Leadership Expectations & Accountability Plan (LEAP)

City Leaders are expected to make thoughtful, interdisciplinary decisions that serve Community while striving for a work environment where all people, regardless of their background or identity, are included and equipped to realize their potential. The leadership needed to achieve this is vulnerable, inspiring, visionary, fair, inclusive, equitable, collaborative, and self-aware. This leadership leads with race and is grounded in the experiences of those most impacted. At the City, those most impacted are employees and the people who live and work in Seattle. This leadership understands that department culture and staff treatment cascades into how well and equitably the City serves the people who live and work in Seattle – and ultimately is revealed in workforce and City outcomes.

The Leadership Expectations and Accountability Plan (LEAP) and this self-assessment provide Department Directors and their leadership teams with a tool to develop this type of leadership. This self-assessment helps identify expectations, practices, and metrics to develop skills towards these City best practices:

- a. Excellence in leadership;
- b. Proficiency in the E3 Equity and Inclusion competency;
- c. Proficiency in the E3 Accountability and Action competency; and
- d. Alignment with and commitment to the Race and Social Justice Initiative, Workforce Equity, and addressing and preventing discrimination and harassment.

This self-assessment has 7 sections or competency areas. These competency areas will help City Leaders achieve excellence in the above LEAP domains and are detailed here:

1. **Personal Practice & Professional Development-** It is vital to practice self-awareness, understanding, and responsiveness to the impacts of inequity, racial justice, social justice, social identities, power, oppression, privilege, assumptions, and bias on leadership decision-making. Training is one part of personal development along with other opportunities to center human community.
2. **Workforce Equity Metrics-** Leadership needs metrics and data to track and take action on inequitable outcomes in department work. This allows improvements to strategies supporting workforce equity, address and prevent discrimination & harassment, and advance the Race & Social Justice Initiative.
3. **Tools-** The City has outlined helpful resources and tools to aid departments and leaders to find and analyze the manifestation of racism and inequity. This needs targeted assessment and evaluation to improve daily practices and visible leadership support for use of these tools
4. **Collaboration-** To address systemic injustice, center those most impacted, foster change leaders, and make space to listen to employees and the people who live and work in Seattle. Leaders at the City are expected to actively take part and connect with a variety of stakeholders to foster collective change.
5. **Resource Allocation-** Leaders within the City of Seattle are expected to prioritize resources to support workforce equity and RSJI. This includes, but is not limited to, employee time, budgetary and contracting practices, procurement practices, and funding for RSJI Change Teams and employee affinity groups.
6. **Staff Management-** City employees are the heart of our organization. Their voice, personal experience, and professional development should be prioritized. Supply the necessary resources, support, education, training, and development for employees to develop their racial equity lenses.
7. **Communication-** To be accountable to communities, leaders must be transparent and communicate authentically. This means sharing information openly, in a timely fashion, and in diverse ways.

## How to Use the Self-Assessment

This tool has been developed as a personal self-assessment for City of Seattle department directors and leaders to help them assess current knowledge and skills in meeting Workforce Equity leadership expectations. Assessment results will be used to build out personal and department action plans. Utilizing this tool and putting the results into practice will support personal growth towards racial equity and which will ideally cascade racial justice through department practices and policies. This will advance the culture shift to enable our workforce to better serve the people who live and work in Seattle.

### Step 1: Review

Review the competencies in the separate Introduction and consider some of the following questions.

- What do I know about the task/skill named?
- Do I understand the basic concepts?
- Can I discuss the basic principles of this task/skill and clearly explain it to someone else?
- Have I applied this task/skill?  
Do I use this task/skill in daily practice?

### Step 2: Complete the below Self-Assessment and Reflection Questions.

#### Directions

This tool has been created to encourage personal reflection. It will take time (potentially more than an hour). You may consider completing one section at a time.

#### Reflection Questions

Each section in the tool is accompanied by suggested reflection questions. These questions have been selected for you to further examine your current knowledge and skills. You are encouraged to use these questions or to develop your own targeted questions to further challenge yourself.

#### Terminology

If there are terms you do not understand, circle each and continue with the assessment. Review and look up skipped words after you have completed each section.

### Step 3: Choose three areas of Focus

#### Ratings a, b, and c

Review each time you chose an a, b, or c and choose 3 to prioritize for your action plan.

#### Rating d and e

Review each item you rated d or e and decide how you might incorporate this task or skill into regular practice.

### Self-Assessment Scale

A letter-based scale is used to help identify how well you currently understand and practice skills or tasks in each category

- a** **IN DISCOVERY**  
I have no experience and/or have completed no work in this area.
- b** **READY TO LEARN**  
I have little experience and/or have completed little work in this area.
- c** **LEARNER**  
I have some experience and/or have completed some work in this area.
- d** **DISTRIBUTOR OF POWER**  
Good experience and/or have completed most work in this area.
- e** **VULNERABLE TEACHER**  
Extensive experience and/or have completed deep work in this area.

#### Step 4: Set Expectations and Action Plan

Create an action plan and a professional development plan. Determine which tasks/skills you will focus on improving and how you will go about carrying out these goals. Review employee feedback from a 360-degree review, employee exit and engagement survey data, the employee RSJI survey data, and supervisor feedback as you develop your goals. Share out your goals with your department staff and the input your goals into E3 Performance Management.

#### Step 5: Be Accountable

Track your progress and share out with your staff and the Mayor's Office. Start at step 2 each year to develop a new, annual action plan.

#### Accept Imperfection

This self-assessment is a learning tool that guides your reflection on your role in supporting and engaging with the Race & Social Justice Initiative (RSJI), Workforce Equity, and addressing and preventing workplace discrimination and harassment. The tool uses an a-e personal scoring process to gage current knowledge and skills. No one can get a "perfect score." This tool supports a personal learning and development journey and it is important to recognize that the greatest learning will take place after identifying learning gaps or opportunities for further development.

Push back on institutional racism by accepting imperfection. Those who accept opportunities for growth with more "a's and b's" in the self-assessment are further on their racial equity awareness journey than those who identify all "e's".

## Personal Practice & Professional Development

**Section Significance:** Developing racial equity leadership skills in government relies on self-awareness, understanding intersectional identities, commitment to skill-building in racial equity analysis and responsiveness to that analysis, and institutional and structural impact analyses. This section highlights how City Leaders might be growing in these areas.

Please supply a rating for each statement using the provided rating scale on page 4 (a) In Discovery to (e) Vulnerable Teacher.

	a	b	c	d	e
1. I can name <b>historical inequalities</b> in society.	<input type="radio"/>				
2. I share knowledge of Seattle's history of <b>discrimination</b> .	<input type="radio"/>				
3. I can name current <b>racial inequities</b> in my communities.	<input type="radio"/>				
4. I can share my <b>racial positionality</b> and how it intersects with <b>minoritized identities</b> I hold.	<input type="radio"/>				
5. I can name how <b>institutional racism</b> shows up in the city's workforce and the communities the City serves.	<input type="radio"/>				
6. I can explain how <b>equity focused practices</b> and changes have been implemented in the department because of my engagement in race and social justice.	<input type="radio"/>				
7. I can communicate an understanding of my identities and <b>intersectionality</b> .	<input type="radio"/>				
8. I can explain a foundational understanding of <b>racial justice, social justice, and inclusion</b> within the context of city government.	<input type="radio"/>				
9. I understand and can discuss the business case for actively working towards racial equity.	<input type="radio"/>				
10. I understand how my <b>social identities</b> can affect how I do my work (i.e. recognizes leadership, develops budgets, interviews, employees conduct, performance development and work with communities).	<input type="radio"/>				
11. I proactively name and discuss current local, national, and global events that are likely to affect the workplace. (#MeToo, policing, immigration, environment, etc.)	<input type="radio"/>				
12. I understand how <b>Workforce Equity, Racial Equity, Social Justice, and workplace values and expectations</b> are lived and demonstrated.	<input type="radio"/>				

### Training/Courses

**Section Significance:** Learning opportunities create the groundwork for personal and professional growth in racial equity and social justice mindsets and skills. The following list includes some general learning opportunities the City has available for its leaders. This section highlights areas for City leaders to seek more learning opportunities.

Please write down the following RSJI focused trainings you have attended in the past 5-year period.

	Yes	No		Yes	No
Race the Power of an Illusion	<input type="radio"/>	<input type="radio"/>	Gender Diversity in the Workplace	<input type="radio"/>	<input type="radio"/>
Racial Equity Toolkit	<input type="radio"/>	<input type="radio"/>	Anti-Harassment & Anti-Discrimination (annual)	<input type="radio"/>	<input type="radio"/>
Implicit Bias 1.0	<input type="radio"/>	<input type="radio"/>	Internalized Racial Inferiority or	<input type="radio"/>	<input type="radio"/>
Implicit Bias 2.0	<input type="radio"/>	<input type="radio"/>	Internalized Racial Superiority		

List any added RSJI focused trainings you have attended during the past calendar year.

### Reflection Questions

Please write down a response to one or all the following questions:

1. What is the purpose of understanding historical inequalities and discrimination in Seattle and the United States?
2. How do my personal identities affect how I lead the department and engage with others?
3. How have I used information from equity, race, and social justice related trainings, to update the practices of the department/division/unit/workgroup/team?
4. What actions have I personally taken to support the Race and Social Justice Initiative (RSJI)?
5. Which equity, race, and social justice focused personal practice and professional development areas do I believe others would name for me as areas of improvement? What areas would I name for myself as areas for improvement?

## Workforce Equity Metrics

**Section Significance:** Workforce equity metrics and data allows leaders and departments to lead with evidence-based strategies and to hold themselves and their departments accountable to making improvements to workforce equity, anti-discrimination & anti-harassment, and RSJI. This section highlights areas for City leaders to continue building upon.

Please supply a rating for each statement using the provided rating scale on page 4 (a) In Discovery to (e) Vulnerable Teacher.

	a	b	c	d	e
1. I have established baseline Workforce Equity (WFE) data (quantitative and qualitative) for my <b>department/division/unit/workgroup/team</b> .	<input type="radio"/>				
2. I review and assess employee data by race, gender, and the intersection of race and gender. (Inclusive of: Head count, Gender, Job title, Tenure, Wage/All in pay, Supervisory Authority, Exits, and Out-of-class assignments.)	<input type="radio"/>				
3. I track and assess employee data to the following by race and gender and the intersection of race and gender including: Promotions, Complaints, Step Exceptions, Merit leave, Discipline, Reclassifications, Applicant Pools, Executive leave days, Performance Evaluations, Sabbaticals, Alternative Work Schedules including telecommuting, FMLA Approval, and Sick Days.	<input type="radio"/>				
4. I collect and review department level exit and engagement survey responses to shift <b>department/division/unit/workgroup/team</b> culture.	<input type="radio"/>				
5. I ensure department level exit and engagement survey responses are used to achieve the vision of WFE.	<input type="radio"/>				
6. I ensure department level exit and engagement survey data is used to enhance department/division/unit/workgroup/team practices.	<input type="radio"/>				
7. I can discuss how 360 evaluations and employee feedback is being integrated into performance evaluations of department supervisors and managers.	<input type="radio"/>				
8. I conduct regular department climate surveys to assess how discrimination and harassment is being addressed and prevented in my department/division/unit/workgroup/team.	<input type="radio"/>				
9. I can name how related metrics for discrimination and harassment response and prevention is incorporated into employees' performance reviews.	<input type="radio"/>				
10. I collect department data on employee discipline practices and address inequities.	<input type="radio"/>				
11. I ensure data on intakes and investigations are collected, posted, addressed, and incorporated in department action plans.	<input type="radio"/>				

## Reflection Questions

Please write down a response to one or all the following questions:

1. In what ways have I used Workforce Equity data as a baseline to address inequities in the department/City?
2. How do I currently encourage and infuse workforce equity and race and social justice in department/division/unit/workgroup/team culture? What is my role and what actions have you personally taken?
3. What plans does my department/division/unit/workgroup/team have in place to address and prevent harassment and discrimination? How is progress being measured?
4. What department/division/unit/workgroup/team changes are being made based on employee feedback in exit, engagement, and RSJI surveys?
5. Which Workforce Equity Metrics areas do I believe others would identify for me as areas of improvement? What areas would I identify for myself as areas for improvement?

Tools

Section Significance: The City has resources and tools to help departments and leaders identify racism and inequity, analyze where it comes from, and lead work against it. This section highlights areas for City leaders to continue improving upon.

Please supply a rating for each statement using the provided rating scale on page 4 (a) In Discovery to (e) Vulnerable Teacher.

	a	b	c	d	e
1. I can name how the department regularly communicates and shares the City's Guidance on Gender Identity in the Workplace to staff.	<input type="radio"/>				
2. I can name how the department is implementing practices outlined in the City's Guidance on Gender Identity in the Workplace.	<input type="radio"/>				
3. I can list current strategies for incorporating City's Guidance on Gender Identity in the Workplace.	<input type="radio"/>				
4. I use Equal Employment Opportunity Commission (EEOC) guidance and risk assessment as a foundation to address workplace discrimination & harassment.	<input type="radio"/>				
5. I can describe how the department is assessing discrimination and harassment risk factors and share what steps are being taken to minimize those risks.	<input type="radio"/>				
6. I can list and discuss my department/division/unit/workgroup/team annual plan and strategies for addressing and preventing discrimination and harassment.	<input type="radio"/>				
7. I can describe how the plan for addressing and preventing discrimination and harassment and strategy will be assessed for progress.	<input type="radio"/>				
8. I have implemented measures to assess the department's climate and workplace culture for employees.	<input type="radio"/>				
9. I can share how I address bias incidents affecting employees.	<input type="radio"/>				
10. I can outline department accountability strategies for managers and supervisors to prevent and respond to discrimination and harassment.	<input type="radio"/>				
11. I can outline prevention efforts that specifically support education and reporting mechanisms for interns and youth employees.	<input type="radio"/>				
12. I can describe how workplans will be reviewed, approved, and audited equitably.	<input type="radio"/>				
13. I can name current steps in place to address and change department culture towards a multi-cultural institution.	<input type="radio"/>				
14. I can list the current Racial Equity Toolkits (RETs) the department has conducted in the past year.	<input type="radio"/>				
15. I can discuss the point in the process the RET was applied to each item listed.	<input type="radio"/>				
16. I can describe how the department decides when to apply a RET to each project, program, policy, service, or budget decision.	<input type="radio"/>				

### Tools (Continued)

	a	b	c	d	e
17. I know the membership of each RET team and who is represented (i.e. RSJ Change Team members, project managers, front-line staff, etc.)	<input type="radio"/>				
18. I can describe each RET's community engagement plan and how it centers the voices of those most impacted.	<input type="radio"/>				
19. I can discuss how voices of those most impacted informed the RET process and outcome.	<input type="radio"/>				
20. I can describe the plan and commitment to continue to sustain the relationships developed during each RET's community engagement practice.	<input type="radio"/>				
21. I document and share how and why each program, policy, practice, budget decision, or service change resulted from an RET.	<input type="radio"/>				
22. I document and can discuss the department's annual RSJI Workplan and recent progress being made.	<input type="radio"/>				
23. I can confirm the departments RSJI Workplan is posted and is viewable on the RSJI Outcomes, Strategies, and Actions (ROSA) website.	<input type="radio"/>				

### Reflection Questions

Please write down a response to one or all the following questions:

1. How am I currently using the Citywide guides or tools mentioned above? What guides or tools do I need to read and/or implement into practice?
2. What is my team's plan for discussing and implementation strategies to address and prevent workplace harassment and discrimination?
3. How has my department/division/unit/workgroup/team changed practices or implementation of a project/program/policy due to the feedback received from a RET or equity review?
4. How does my department/division/unit/workgroup/team communicate with stakeholders and community groups after obtaining feedback?
5. Which tools areas do I believe others would identify for me as areas for improvement? What areas would I identify for myself as areas for improvement?

Communication

Section Significance: To be accountable to communities, leaders are expected to be transparent and communicate authentically. This means actively communicating in open and diverse ways. This section highlights areas for City leaders to continue improving upon.

Please supply a rating for each statement using the provided rating scale on page 4 (a) In Discovery to (e) Vulnerable Teacher.

	a	b	c	d	e
1. I <b>advocate</b> for racial equity as part of the departmental work.	<input type="radio"/>				
2. I recognize the <b>benefits of promoting racial equity</b> in the workplace for myself and my department/division/unit/workgroup/team.	<input type="radio"/>				
3. I can list and describe the actions I have taken to create a department/division/unit/workgroup/team culture in alignment with the Workforce Equity (WFE) vision.	<input type="radio"/>				
4. I can discuss what steps I have taken to be transparent and communicate this message with employees.	<input type="radio"/>				
5. I can list department/division/unit/workgroup/team strategies for communicating matters and progress on WFE, such as: Discrimination complaints, Harassment complaints, RSJI Citywide and Department survey results, RSJI Dept. Change Team, recommendations and progress, Employee Exit survey results, and Employee Engagement survey results.	<input type="radio"/>				
6. I work with other members of the management team and or union leadership to implement the equity commitments of the organization.	<input type="radio"/>				
7. I can list how my department/division/unit/workgroup/team is ensuring and incorporating inclusive and accessible communication strategies. (i.e. Plain language, translation, interpretation, closed caption, audio, etc.)	<input type="radio"/>				
8. I can explain how contractors, consultants, volunteers, and those performing work on behalf of the City are selected equitably and held accountable for RSJI and WFE priorities.	<input type="radio"/>				
9. I can explain how I communicate my department/division/unit/workgroup/team expectations concerning anti-discrimination, anti-harassment, and inappropriate behavior.	<input type="radio"/>				
10. I can discuss the department’s online tools and employee resources communicating accountability expectations, reporting processes, and related resources.	<input type="radio"/>				
11. I can list my department/division/unit/workgroup/team strategies for supplying mandatory reporters with consistent education and support in understanding department and Citywide expectations and requirements.	<input type="radio"/>				
12. I regularly update employees on department efforts for addressing and preventing workplace discrimination and harassment.	<input type="radio"/>				
13. I can explain how contractors, consultants, volunteers, and those performing work on behalf of the City abide by City workplace expectations on preventing and addressing harassment and discrimination.	<input type="radio"/>				

## Reflection Questions

Please write down a response to one or all the following questions:

1. What actions have I taken to create a department/division/unit/workgroup/team culture in alignment with the Workforce Equity (WFE) vision?
2. How do I ensure my department/division/unit/workgroup/team are incorporating inclusive and accessible communication strategies?
3. What regular communication do I currently have with employees? What type of information do I share or not share? (i.e. positive news, recognition, negative news, policies, processes, etc.)
4. How might my current communication strategies impact employees both positively and negatively?
5. Which communication focus areas do I believe others would identify for me as areas for improvement? What areas would I identify for myself as areas for improvement?

## Collaboration

**Section Significance:** To address systemic injustice, those most impacted must be centered and change leaders must collaborate. Leaders at the City are expected to actively take part and connect with a variety of stakeholders to foster collective change. This section highlights areas for City leaders to continue improving upon.

Please supply a rating for each statement using the provided rating scale on page 4 (a) In Discovery to (e) Vulnerable Teacher.

	a	b	c	d	e
1. I can list and name how I'm supplying support to the department's RSJI Change Team.	<input type="radio"/>				
2. I can discuss how I respond when challenged by individuals, groups, and teams requesting department/division/unit/workgroup/team change for workforce equity.	<input type="radio"/>				
3. I can list the strategies the department/division/unit/workgroup/team has implemented to empower the RSJI Change Team to better effect the work of employees.	<input type="radio"/>				
4. I can supply documentation and discuss how teams and units are being held accountable to feedback from the Change Team.	<input type="radio"/>				
5. I can list department/division/unit/workgroup/team mechanisms for obtaining community participation.	<input type="radio"/>				
6. I can discuss how my department/division/unit/workgroup/team has adjusted RSJI Change Team members workload to account for their reallocated time and commitment to the work and how it is reflected in their performance reviews.	<input type="radio"/>				
7. I can outline how the department/division/unit/workgroup/team is and has engaged with department and Citywide <b>affinity groups</b> .	<input type="radio"/>				
8. I can share how the department/division/unit/workgroup/team is collaborating with the RSJI Change Team and partners on assessing strategies and plans for addressing and preventing workplace discrimination and harassment.	<input type="radio"/>				
9. I can outline how the department is engaging with employee groups in addressing and preventing workplace discrimination and harassment.	<input type="radio"/>				

## Reflection Questions

Please write down a response to one or all the following questions:

1. Describe how you personally support your department RSJI Change team?
2. How can I further collaborate with the department's RSJI Change team? Department employee groups? Which collaboration focused areas do I believe others would identify for me as areas of improvement? What areas would I identify for myself as areas for improvement?

## Resource Allocation

**Section Significance:** Leaders within the City of Seattle are expected to prioritize resources including time and funding to support workforce equity and RSJI. This requires identifying how current procurement and contracting practices and budgetary support for RSJI Change Teams center racial equity. This section highlights areas for City leaders to continue building upon.

Please supply a rating for each statement using the provided rating scale on page 4 (a) In Discovery to (e) Vulnerable Teacher.

	a	b	c	d	e
1. I can list how department/division/unit/workgroup/team procurement practices are reviewed and analyzed for equity.	<input type="radio"/>				
2. I can describe how department/division/unit/workgroup/team procurement practices apply equity. (i.e. contracting with WMBE)	<input type="radio"/>				
3. I can describe how Women and Minority-Owned Business Enterprise (WMBE) use standards are applied in my department/division/unit/workgroup/team.	<input type="radio"/>				
4. I have documented and can discuss the fiscal resources allocated to WFE objectives within the department. (i.e. recruitment, trainings, 360 evaluations).	<input type="radio"/>				
5. I can outline how consultants and contractors, are held accountable for applying racial equity and workforce equity.	<input type="radio"/>				
6. I can show how staff hours are dedicated to RSJI and WFE focused work.	<input type="radio"/>				
7. I can list current discrimination and harassment prevention efforts and name how they are resourced.	<input type="radio"/>				
8. I can list current staff time used to support discrimination & harassment prevention efforts.	<input type="radio"/>				
9. I can show how funding is used for anti-discrimination and anti-harassment strategies, support, resources, education, etc.	<input type="radio"/>				

## Reflection Questions

Please write down a response to one or all the following questions:

1. What is my current role with resource allocation and what choices can I make or revise to make it more equitable?
2. How do I hold myself and others accountable to applying RSJI and WFE practices to resource allocation?
3. Which resource allocation focused areas do I believe others would identify for me as areas of improvement? What areas would I identify for myself as areas for improvement?

## Staff Management

**Section Significance:** City employees are the heart of our organization and should be prioritized in supplying the necessary resources, support, education, training, and development. This section highlights areas for City leaders to continue improving upon.

Please supply a rating for each statement using the provided rating scale on page 4 (a) In Discovery to (e) Vulnerable Teacher.

	a	b	c	d	e
1. I can list strategies I use so that hiring and promotion practices are nondiscriminatory.	<input type="radio"/>				
2. I can share how the department/division/unit is working towards building inclusive workgroups and teams.	<input type="radio"/>				
3. I name how I reward employees who are meeting and/or exceeding expectations on workplace culture and RSJI.	<input type="radio"/>				
4. I can show how many of department managers have taken classes to be better managers, specifically regarding RSJI and minimizing bias in employment decisions.	<input type="radio"/>				
5. I can list and explain the department's issues uncovered in employee engagement and exit surveys.	<input type="radio"/>				
6. I can share how each issue from these surveys has been acted on to improve the culture of the department.	<input type="radio"/>				
7. I can discuss how workforce equity is applied to how I grant merit leave.	<input type="radio"/>				
8. I can explain how I analyze performance reviews, merit leave, and salary placements for WFE.	<input type="radio"/>				
9. I can describe how I ensure WFE in coaching, mentoring, training approvals, and promotional appointment.	<input type="radio"/>				
10. I can report on how I hold supervisees accountable for RSJI and WFE activities that either are or are not happening.	<input type="radio"/>				
11. I supply opportunities for all employees to engage in social justice educational professional development.	<input type="radio"/>				
12. I can describe how <b>individual staff and departmental performance indicators</b> are linked with demonstrated commitment to racial equity social justice and workforce equity.	<input type="radio"/>				
13. I can list when and how the department conducts compliance training for employees, managers, supervisors, etc.	<input type="radio"/>				
14. I can describe specific strategies to support the education and development of interns and youth working with the department.	<input type="radio"/>				
15. I can name added learning course and on-going education provided to staff concerning addressing and preventing harassment and discrimination.	<input type="radio"/>				

## Reflection Questions

Please write down a response to one or all the following questions:

1. How does my personal power, privileges, and position affect my relationship with staff?
2. How do I connect performance reviews with demonstrated commitment to racial equity social justice and workforce equity?
3. How might I better apply elements of racial equity social justice and workforce equity support staff in the coming year?
4. Which staff allocation focused areas do I believe others would identify for me as areas of improvement? What areas would I identify for myself as areas for improvement?

DRAFT

## **DRAFT TOOL**

Please note this tool is a working draft that is being further developed by the Workforce Equity Action and Planning Committee (WEPAC) in collaboration with the Seattle Department of Human Resources and the Office for Civil Rights. If you have any suggestions or comments, please contact WEPAC via Bailey Hinckley at [bailey.hinckley@seattle.gov](mailto:bailey.hinckley@seattle.gov).

DRAFT

## Action Planning Worksheet

To improve our work towards creating more equitable programs and services, we must start with developing our own knowledge and practices around racial equity, social justice and workforce equity. Gaining new insights from completing personal development and self-awareness activities is only a first step. To create change you will need to **plan to take realistic steps** towards your goals.

This Action Planning Worksheet has questions and activities designed to help you capture what you have learned from the Leadership Expectations and Accountability Plan (LEAP) self-assessment and reflection and create your personal action plan and do the preparation work towards developing a Department Leadership Action Plan. The action planning includes:

- a. Reflection
- b. Developing a Personal Plan
- c. Setting an E3 Performance Goal
- d. Developing a Department or Division Level Action Plan

### Reflection

What emotions, thoughts or feelings came up for you while taking the Self-Assessment?

Why do you believe these things came up? How did your social positionality (race, gender, sexuality, class, religion, age, ability, and/or national origin impact your feelings? How does your position in the hierarchy at the City or in your department affect your feelings while taking the self-assessment?

What key insights did you gain from taking the Self-Assessment?

In each of the following LEAP competencies, list 1-2 items you have identified from the LEAP self-assessment for personal growth and learning.

Personal Practice & Professional Development	
Workforce Equity Metrics	
Tools	
Communication	
Collaboration	
Resource Allocation	
Staff Management	

#### Personal Plan

Describe what you are going to do with the information you have learned from taking the LEAP Self-Assessment by developing a personal action plan and next steps. Please refer to the pink Competencies Overview document (page 7-19) where each competency is broken down into three learning columns with examples of potential steps you might take. This is a good place to start to develop your action plan. This may be resolving to learn more on a topic, do something differently in daily practice, adopt a new attitude or changed thinking, and/or engage in deeper personal discovery.

**Directions:** Write down 3-4 personal actions, measures, and due dates that you are interested in implementing to improve your personal development.

ACTION	MEASURE	DUE DATE
What <b>ACTIONS</b> do you commit to taking?	What will show that you have successfully <b>COMPLETED</b> these actions?	<b>WHEN</b> will you complete these actions?
1.		
2.		
3.		
4.		

### Personal Accountability

Review and reflect on the following questions to help determine how you will be held accountable to completing these personal actions.

1. How can you be held accountable for achieving these actions?
2. Who can you name to connect with and share your action plan?
3. How can this person help hold you accountable?

### E3 Performance Management

Now that you have identified areas for further development, choose 1 - 3 items identified in the above actions to incorporate into your E3 Performance Management goals. These goals should be specific, measurable, attainable, relevant, time based, inclusive, and equitable ([SMARTIE](#)) to help determine progress in achieving this goal.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

At least one of these Performance Management goals should be shared with your direct supervisor and incorporated into your E3 Performance review. Goals should be also shared with staff in your department for transparency and shared accountability. Consult with your leadership team and Change Team on how to do this. You may do this as a part of the Leadership Action Planning on the next page.

### My Department

#### Contribute to Your Department's Leadership Action Plan

Start to reflect on next steps of how you personally can use your personal action plan to build into a larger Leadership Action Plan for your Department. Think about how your personal action plan items tie into the below reflection questions.

**Directions:** Circle the reflection questions that align with your 3-4 action plan items and make notes.

1. How will you personally engage with your department RSJI Change Team to advance racial equity, social justice and workforce equity?
2. How will you work with others to cultivate an overall department culture of belonging and wellbeing?
3. How will your engagement with others be informed by your social positionality (race, gender, etc.) and your position with the departmental and City hierarchies?
4. What professional development and learning opportunities can you implement in the department to expand understanding in areas in the LEAP?
5. What targeted metrics and data measurements can you identify and start using to make progress in LEAP areas?
6. What tools named in the LEAP can you share and incorporate into department practices? (i.e. Workforce Equity Strategic Plan, City Guidance on Gender Identity, EEOC guidance on risk of workplace discrimination and harassment, etc.)
7. How will you implement and improve the use of racial equity toolkit questions into regular department work and strategies?
8. How will you improve personal communication to employees around racial equity, social justice and workforce equity efforts?

9. How will you work with members of the department management team to implement equity commitments of the organization?
10. How will you provide racial equity, social justice and workforce equity expectations for consultants, contractors, volunteers and those performing work on behalf of your department?
11. What strategies will you implement to support and empower the department's RSJI Change Team to affect the work of units and teams?
12. How will you allocate resources to support targeted efforts advancing racial equity, social justice and workforce equity?
13. How will you reward employees advancing efforts of race and social justice?
14. How will you ensure managers and supervisors are held accountable for advancing RSJI and Workforce Equity efforts?
15. How will you ensure managers and supervisors are held accountable for implementing action steps to address and prevent workplace harassment and discrimination?

**What other opportunities or strategies do you have for advancing RSJI and Workforce Equity or addressing and preventing workplace harassment and discrimination?**

#### Begin to Collect Data

In preparation for Department/ Division Leadership Action Planning, begin to collect the following data. The following metrics will be available to departments starting in 2020. Department-level metrics will be shared annually in the Workforce Equity Update Report. As data recording and analysis resources improve at the City, it is likely more metrics will be named and added. The following department data will be included in the March 2020 WFE Update Report by race, gender, and the intersection of the two, whenever possible.

**Circle the data sources that most align with your personal action plan, locate this data, and review it.**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>a. Head count &amp; tenure</li> <li>b. Power (wages &amp; supervisory authority)</li> <li>c. Employee performance evaluations scores &amp; Discipline rates</li> <li>d. Hiring in each EEO category</li> <li>e. Engagement survey responses</li> <li>f. Exit survey responses</li> <li>g. PPL &amp; Sick Leave-use &amp; FMLA approval</li> </ul> | <ul style="list-style-type: none"> <li>h. Access to training, merit leave, executive leave, sabbaticals, alternative work schedules</li> <li>i. Promotions, raises, step exceptions, reclassifications, &amp; out-of-class assignments</li> <li>j. RSJ &amp; minimizing bias training rates in the department</li> <li>k. Harassment, discrimination, and other complaints</li> <li>l. Department RSJ work plan</li> </ul> |
|--|--|

### Develop a Department Leadership Team Action Plan

There are many ways to develop your Department Leadership Team Action Plan. Three core steps must be met to develop an inclusive, transparent, and accountable plan. These are listed below. Following this is a template of how a department might go about this. This is just a suggestion from which to build a unique Department Action Planning process for your department.

1. **Vulnerability:** Leaders meet, share at least 1 personal action plan item, and map commonalities between each personal action plan. Tie in the data and metrics from the above section.
2. **Inclusion:** Share with all employees the action plan items that came up most often among the Leadership Team and what you learned from reviewing the above data sources. Listen to and document feedback and ideas from employees.
3. **Accountability:** Center employee feedback in determining which 1-3 items the Leadership Team will focus on for a year's time. Describe two actions Leadership will take to address each item. Finally, decide how Leadership will engage with employees in dialogue on each item at least 3 times during the year.

### Planning for Next Steps

Start to decide what your team needs to do for next steps. Below is a simple chart for you to start determining what needs to happen, how it needs to happen, by when it needs to happen and whom from your team will help work on related tasks. This is a collective process and everyone from your team should be working together and taking on a role.

Task	Due Date	Completed By
Create a list of next steps with due dates and group assignments.	TODAY	Everyone

Group Action Planning Worksheet

ACTION	METRIC/DATA	MEASURE	DUE DATE
What <b>ACTION</b> will your department address this year?	What <b>METRIC</b> connects with this action?	What will show that you have successfully <b>COMPLETED</b> these actions?	<b>WHEN</b> will you complete work on this metric or reassess progress? How will you communicate this this to staff?
1.			
2.			
3.			
4.			

## Paid Parental Leave & Paid Family Care Leave: Full Report on Usage and Backfill Costs for 2016-2019

Creating a more robust paid parental leave benefit and extending paid family leave beyond parental leave were both workforce investment strategies in the 2016 Work Force Equity Strategic Plan. The City's paid parental leave (PPL) benefit, originally created in 2015, was enhanced in 2017 and 2019. The City's paid family care leave (PFCL) benefit, introduced in 2017, acknowledged that employees have many family-care obligations which often fall to women, and this is particularly true for women of color. Like paid parental leave, paid family leave has been proven to increase employee engagement and morale, reduce employee anxiety and stress, and increase workforce inclusion and productivity.

Through these benefits, the City has sought to provide ample time for City government employees to care for their families at times of critical need. This initiative has evolved significantly over the past five years. A timeline of effective changes is below:

- May 2015: Seattle City Council passed Ordinance 124753 that created a four-week PPL benefit for City of Seattle employees. That benefit became available to any eligible employee welcoming a new child via birth, adoption or fostering on or after May 17, 2015 and provided four weeks of fully paid leave (pro-rated for part-time employees) for bonding with the child.
- January 2017: Ordinance 125260 extended the PPL benefit to a total of 12 possible weeks, with the final four weeks being subject to the availability of other leave balances of the employee (the employee must use any sick and/or vacation accumulations beyond two weeks and one week, respectively, to supplement some or all of the final four-week period). The ordinance also created, for the first time, the PFCL benefit, which provided additional leave for City employees to care for a seriously ill family member for up to four weeks. This benefit was also subject to the availability of other leave (the employee must have sick leave accumulations at or below two weeks and vacation leave accumulations at or below one week before the benefit can be

accessed). The ordinance was passed by Council in February of 2017, but PFCL and the added weeks of PPL became available, retroactively, starting January 1, 2017.

- October 2019: The City modified the rules governing use of PPL by removing the requirement that the final four weeks of the 12-week benefit be subject to the existence of leave accumulations, effectively providing 12 unconditional weeks to employees. This change took effect October 2, 2019.
- January 2020: The City modified the rules governing use of PFCL by removing the requirement that the (full) four-week benefit be subject to the existence of leave accumulations, effectively providing four unconditional weeks to employees. At this time, the City also expanded the list of eligible family relationships under PFCL to include grandparents, grandchildren and siblings of employees (this change, which was also made to the City’s unpaid Family Medical Leave policy, created alignment with the new Washington State Paid Family Leave program, noted below). These changes took effect January 1, 2020.

In January 2020, employees also became eligible to apply for paid leave benefits through the new Washington State Paid Family Leave insurance program, which covers all workers in the State of Washington (Senate Bill 5975, June 2017). This program will generally allow up to 12 weeks per year of partially paid family leave to care for an employee’s own serious illness or medical event; bond with a new child; care for a family member experiencing a serious illness or medical event; or attend to family needs after certain military-connected events. (Additional time is available for employees in special circumstances.) Use of the State’s program by City government employees will not affect eligibility for benefits under PPL or PFCL.

The following report provides details on usage and backfill costs for these City benefits. It represents the fourth such annual update for PPL and the second for PFCL.<sup>18</sup> In order to better understand the impact of policy enhancements over time (as listed above), the report divides figures by “event” year, or the year in which the employee began taking leave under one of these benefits (in general, this will be the year in which the event, e.g., new child or illness, occurred). The report is divided into these sections:

1. Use of Leave by Department, Tenure and Gender
2. Backfill Costs for Leave Takers
3. Use of Leave by Job Title

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<sup>18</sup> This report fulfills the requirements stated in Section 4.27.100 and Section 4.29.100 of Ordinance 125260 (February 2016) that “City departments, via the City’s payroll system, shall track data related to employees who utilize the paid parental leave (paid family care leave) provided in this Chapter 4.27 (4.29). The data should include employee gender, tenure with the City, hours of paid parental leave used, job title, and employing City department at the time the leave was used. In addition, information on the approximate backfill cost to the City, by department, should be identified. An annual report containing the information in the immediately preceding paragraph shall be submitted by the Seattle Department of Human Resources to the Mayor and City Council in the annual Workforce Equity Accountability Report.”

## Use of Leave by Department, Tenure and Gender

**Figure 24: Summary of Usage for Paid Parental Leave (PPL) and Paid Family Care Leave (PFCL), 2016-2019**

	Event Year <sup>a</sup>			
<b>Paid Parental Leave (PPL)</b>				
	2016 (4-week policy)	2017 (12-week policy)	2018 (12-week policy)	2019 <sup>b</sup> (12-week policy)
<b>Count of Beneficiaries</b>	408	385	376	458
<b>Share of Female Beneficiaries</b>	30.6%	27.3%	29.0%	28.6%
<b>Average Age of Beneficiaries</b>	36.4	36.2	36.3	36.9
<b>Average Tenure of Beneficiaries<sup>c</sup></b>	7.9	7.1	7.1	7.5
<b>Average Hours Used<sup>d</sup></b>	128	340	372	236
<b>Paid Family Care Leave (PFCL)</b>				
	2016 (no policy)	2017 (4-week policy)	2018 (4-week policy)	2019 <sup>b</sup> (4-week policy)
<b>Count of Beneficiaries</b>	N/A	158	195	211
<b>Share of Female Beneficiaries</b>	N/A	63.3%	63.6%	57.3%
<b>Average Age of Beneficiaries</b>	N/A	48.1	46.8	47.1
<b>Average Tenure of Beneficiaries<sup>c</sup></b>	N/A	11.9	10.9	10.0
<b>Average Hours Used<sup>d</sup></b>	N/A	124	122	100
<sup>a</sup> Event year refers to the year in which leave was first taken by the beneficiary and may not necessarily be the year the event (birth, illness, etc.) occurred, nor the year in which all leave under the benefit was taken, as both benefits allow for use within 12 months of the event date (PPL) or leave approval (PFCL). <sup>b</sup> Data for 2019 cannot be considered final as of the publication of this report, as the 12-month window for use of leave has not yet closed for many of beneficiaries. (Data are current as of January 15, 2020.) <sup>c</sup> Average tenure of beneficiaries is based on time since hire at the City (not total hours worked). <sup>d</sup> Average hours used is calculated using full-time employees only. For comparison, all benefitted City employees as of December 2019: 37.8% female, average age of 46.3 years, and average tenure of 13.0 years. Data source: HRIS, January 15, 2020.				

**Figure 25: Paid Parental Leave (PPL) and Paid Family Care Leave (PFCL) Beneficiaries by Department, 2016-2019**

Department	Paid Parental Leave (PPL)				Paid Family Care Leave (PFCL)			
	2016	2017	2018	2019	2016	2017	2018	2019
Arts and Culture	0	1	0	0	0	0	1	0
City Auditor	0	0	1	0	0	0	0	0
City Budget Office	2	3	3	1	0	0	1	0
City Light	54	63	70	45	0	20	45	38
Community Police Commission	0	0	0	0	0	0	1	0
Construction and Inspections	7	10	5	13	0	7	8	6
Education and Early Learning	4	4	2	3	0	1	3	1
Employees Retirement Syst	1	2	1	1	0	0	0	1
Finance and Administrative Services	14	12	14	14	0	11	9	8
Fire Department	61	50	45	45	0	5	6	1
Housing	3	1	0	0	0	2	1	0
Human Resources	6	3	3	6	0	3	5	3
Human Services	11	11	12	13	0	19	13	22
Immigrant and Refugee Affairs	0	0	1	0	0	0	0	0
Intergovernmental Relations	0	0	1	0	0	0	0	0
Law Department	8	7	9	9	0	1	3	7
Legislative-City Council	2	0	6	4	0	0	0	1
Mayor's Office	0	0	0	0	0	0	0	0
Municipal Court	1	5	6	8	0	7	7	8
Neighborhoods Department	1	1	5	2	0	0	2	0
Office for Civil Rights	0	0	3	2	0	0	0	0
Office of Economic Development	2	0	0	5	0	0	0	1
Office of Labor Standards	0	0	3	2	0	0	1	2
Office of Sustainability and Environment	5	9	1	2	0	1	1	1
Parks Department	30	25	29	16	0	11	18	21
Planning and Community Development	2	0	0	1	0	0	1	0
Police Department	74	81	72	174	0	12	20	20
Seattle Center	3	3	6	4	0	2	6	3
Seattle Dept of Transportation	40	28	28	20	0	17	14	24
Seattle Information Technology	7	16	9	17	0	17	5	8
Seattle Public Library	24	20	14	16	0	6	7	9
Seattle Public Utilities	46	30	27	36	0	16	17	26
<b>TOTAL</b>	<b>408</b>	<b>385</b>	<b>376</b>	<b>458</b>	<b>0</b>	<b>158</b>	<b>195</b>	<b>211</b>

Year refers to the year leave was first taken by the beneficiary and may not necessarily be the year the event (birth, illness, etc.) occurred, nor the year in which all leave under the benefit was taken, as both benefits allow for use within 12 months of the event date (PPL) or leave approval (PFCL).

Department refers to where the beneficiary worked at time of leave approval. In some cases, a beneficiary may have transferred departments during the window of eligibility for leave use.

Data source: HRIS, January 15, 2020.

## **Backfill Costs for Employees Taking Leave**

Backfill costs are the costs associated with temporarily replacing an employee while they are on leave in order to ensure their responsibilities are covered while absent. The backfill dollars in the figures below represent costs associated with hours coded as PPL backfill or PFCL backfill on employee timesheets, as kept by departments. However, the costs shown are likely understated. Departments that receive funding via the General Fund were directed to track backfill costs related to the paid parental leave benefit in order to request backfill dollars earmarked for paid parental leave (set aside in the Finance General fund). These departments can request backfill dollars at year-end if they do not have the funds necessary to cover these additional costs. Non-General Fund departments must absorb what they can using their existing budgets because they are not reimbursed in this manner. Consequently, these departments face less incentive to track backfill totals carefully, and thus the costs below may underestimate actual backfill costs to the City, particularly regarding the portion from "Other Funds."

**Figure 26: Estimated Backfill Costs for Paid Parental Leave (PPL) by Department, 2018 Events**

Department	Backfill Hours	Est. Backfill Costs, Total	Est. Backfill Costs, General Fund	Est. Backfill Costs, Other Funds
City Budget Office	216	\$12,099	\$12,099	\$0
City Light	18	\$597	\$0	\$597
Finance and Administrative Services	224	\$6,523	\$3,457	\$3,066
Fire Department*	14,295	\$929,774	\$929,774	\$0
Human Resources	1,422	\$67,234	\$67,234	\$0
Human Services	3,172	\$131,989	\$52,369	\$79,620
Immigrant and Refugee Affairs	8	\$388	\$388	\$0
Intergovernmental Relations	16	\$1,087	\$1,087	\$0
Law Department	514	\$22,362	\$22,362	\$0
Neighborhoods Department	663	\$32,723	\$32,723	\$0
Office for Civil Rights	716	\$35,181	\$35,181	\$0
Parks Department	5,162	\$207,997	\$136,134	\$71,862
Police Department	0	\$0	\$0	\$0
Seattle Center	336	\$10,028	\$3,376	\$6,653
Seattle Dept of Transportation	0	\$0	\$0	\$0
Seattle Public Library	2,399	\$66,220	\$56,287	\$9,933
Seattle Public Utilities	491	\$28,766	\$460	\$28,306
<b>Total</b>	<b>29,652</b>	<b>\$1,604,923</b>	<b>\$1,402,557</b>	<b>\$202,366</b>

Data pertain to leave events beginning in 2018. Due to the 12-month window for use, this is the most recent event year where costs can be considered final as of the production of this report.

Department refers to the department to which the backfilling employee charged their work hours. This may not be the same as the department of the leave-taking employee for whom the person is backfilling. In certain cases, departments may plan to reimburse other departments for employees backfilling via out-of-class assignments.

\* Backfill for the Fire Department is not tracked via payroll records as with other departments due to the department's mandatory staffing levels. Rather, all beneficiaries are assumed to be backfilled in full, with backfilling employees receiving a 50% overtime wage premium.

Data source: HRIS, January 15, 2020.

**Figure 27: Estimated Backfill Costs for Paid Family Care Leave (PFCL) by Department, 2018 Events**

Department	Backfill Hours	Est. Backfill Costs, Total	Est. Backfill Costs, General Fund	Est. Backfill Costs, Other Funds
Fire Department*	731	\$44,711	\$44,711	\$0
Parks Department	173	\$6,353	\$4,158	\$2,195
Seattle Public Library	22	\$892	\$759	\$134
<b>TOTAL</b>	<b>925</b>	<b>\$51,956</b>	<b>\$49,627</b>	<b>\$2,329</b>

Data pertain to leave events beginning in 2018. Due to the 12-month window for use, this is the most recent event year where costs can be considered final as of the production of this report.

Department refers to the department to which the backfilling employee charged their work hours. This may not be the same as the department of the leave-taking employee for whom the person is backfilling. In certain cases, departments may plan to reimburse other departments for employees backfilling via out-of-class assignments.

\* Backfill for the Fire Department is not tracked via payroll records as with other departments due to the department's mandatory staffing levels. Rather, all beneficiaries are assumed to be backfilled in full, with backfilling employees receiving a 50% overtime wage premium.

Data source: HRIS, January 15, 2020.

**Use of Leave by Job Title**

The table below reflects data requested in City of Seattle Ordinance 125260 on employee use of leave benefit by job title.

**Figure 28: Paid Parental Leave (PPL) and Paid Family Care Leave (PFCL) Use by Job Title, 2019 Events**

2019 Events Job Title	PPL		PFCL	
	Beneficiaries	Avg. Tenure	Beneficiaries	Avg. Tenure
Accountant	2	4.0	2	13.5
Actg Tech II	3	6.9	3	9.0
Actg Tech III	1	11.4	1	11.7
Admin Spec I	1	6.2	5	15.0
Admin Spec II	2	3.1	7	10.7
Admin Spec III	1	1.6	0	0.0
Admin Staff Anlyst	5	5.1	1	5.6
Admin Staff Asst	1	1.9	0	0.0
Admin Support Supv	0	0.0	1	2.0
Animal Contrl Ofcr I	1	0.7	0	0.0
Animal Contrl Ofcr II	1	1.6	0	0.0
Asst Mgr	1	24.5	0	0.0
Auto Mechanic	3	4.9	0	0.0
Bailiff	2	5.2	0	0.0
Benefits Asst	0	0.0	1	1.4
Bldg Inspector	1	3.9	0	0.0
Capital Prjts Coord	1	2.8	3	12.7

2019 Events	PPL		PFCL	
Job Title	Beneficiaries	Avg. Tenure	Beneficiaries	Avg. Tenure
Carpenter Aprn	0	0.0	1	19.2
Cblspl	1	13.5	0	0.0
Cblspl Aprn	1	1.1	0	0.0
Cblspl CC	1	12.6	0	0.0
Cement Finisher	0	0.0	1	4.3
City Attorney	3	7.0	0	0.0
City Prosecutor	3	2.5	1	1.3
Civil Engr	7	6.0	5	12.6
Civil Engr Supv	2	4.8	1	26.2
Civil Engrng Spec	8	6.7	9	7.1
Civil Rights Anlyst	1	2.2	0	0.0
Comms Spec	1	5.6	0	0.0
Constr&Maint Equip Op	2	7.2	0	0.0
Contract Anlyst	1	13.6	0	0.0
Coordinating Library Tech	0	0.0	1	23.1
Counslr	8	5.3	8	3.9
Court Clerk	1	13.7	0	0.0
Delivery Drvr/Drvr I	1	1.5	0	0.0
Delivery Wkr	1	11.8	0	0.0
Drainage&Wstwtr Coll Lead Wkr	1	4.2	1	19.1
Drainage&Wstwtr Coll Wkr	2	0.8	0	0.0
Drainage&Wstwtr Coll Wkr CI	4	6.7	0	0.0
Drainage&Wstwtr Lead Wkr CII	1	6.9	0	0.0
Elctn	4	9.1	3	8.2
Elctn CC	0	0.0	1	14.5
Elecl Engr	4	6.1	1	5.5
Elecl Engrng Spec	0	0.0	1	20.6
Elecl Engrng Spec Supv	1	7.8	0	0.0
Elecl Insp	0	0.0	2	13.0
Elecl Pwr Sysys Engr	2	15.0	0	0.0
Elecl PwrSysysEngr	0	0.0	1	10.9
Elecl Svc Engr	1	4.2	1	21.0
Elecl Svc Rep	0	0.0	1	16.0
Engrng Emerg Laborer	2	17.5	1	11.7
Enrgy Mgmt Anlyst	0	0.0	2	5.5
Envrnmtl Anlyst	1	11.8	1	2.2
Events Svc Rep	1	21.2	0	0.0
Evidence Warehouse	1	1.0	0	0.0
Exec Asst	1	19.2	1	9.4
Executive2	1	3.4	0	0.0
Executive4	1	0.6	0	0.0
Facilities Support Coord	1	13.0	0	0.0
Fin Anlyst	1	3.5	2	13.2
Fire Capt	2	21.1	0	0.0

2019 Events	PPL		PFCL	
Job Title	Beneficiaries	Avg. Tenure	Beneficiaries	Avg. Tenure
Fire Lieut	3	13.9	0	0.0
Fire Prev Tech	0	0.0	1	15.9
Fireftr	38	6.4	0	0.0
Forest Maint Wkr	1	0.5	0	0.0
Gardener	1	3.8	3	19.7
Generation Supv	1	15.1	0	0.0
Grants&Contracts Spec	1	15.2	2	3.2
Housing/Zoning Inspector Supv	1	4.2	0	0.0
Human Resources Spec	1	24.7	1	24.7
Human Svcs Prgm Supv	1	6.1	2	4.5
Hydroelec Op II	2	5.6	0	0.0
Identification Tech	1	8.7	0	0.0
Info Technol Prof A	3	3.0	1	0.7
Info Technol Prof B	9	7.4	3	4.1
Info Technol Prof C	4	8.9	3	11.0
Info Technol Svcs Anlyst	0	0.0	2	2.5
Janitor	0	0.0	2	11.8
Jrnywkr In Chg	0	0.0	1	11.9
Laborer	2	4.9	2	3.6
Land Use Plnr II	2	3.5	0	0.0
Land Use Plnr III	1	3.5	1	14.7
Land Use Plnr IV	1	4.7	0	0.0
Legislative Asst	3	4.5	0	0.0
Legislative Info Supv	0	0.0	1	13.1
Library Assoc I	2	9.3	0	0.0
Library Assoc II	2	7.2	3	23.7
Library Assoc IV	4	19.4	0	0.0
Library Tech I	2	12.4	0	0.0
Librn	0	0.0	3	8.7
Licenses&Standards Inspector	4	5.9	2	6.3
Line C CC	0	0.0	4	14.2
Lnwkr	6	6.3	6	5.5
Lnwkr Aprn	1	10.6	0	0.0
Magistrate	0	0.0	1	0.5
Maint Laborer	7	10.1	10	10.8
Manager1	3	7.4	2	5.2
Manager2	1	1.9	2	9.3
Manager3	2	6.3	1	17.6
MatSup	1	16.5	0	0.0
Mech Engr Supv	0	0.0	1	14.3
Meter Elctn	1	4.7	1	10.4
Meter Reader	0	0.0	1	20.7
Mgmt Svcs Anlyst	3	2.0	6	6.2
Mgmt Svcs Anlyst Supv	1	11.0	0	0.0

2019 Events	PPL		PFCL	
Job Title	Beneficiaries	Avg. Tenure	Beneficiaries	Avg. Tenure
Opns Response Cntr Op	1	4.4	0	0.0
Page	0	0.0	1	1.3
Paralegal	1	11.6	1	1.3
Paralegal Asst II	1	5.8	0	0.0
Parking Attendant	2	5.5	0	0.0
Parking Enf Ofcr	3	0.9	5	5.2
Parks Concss Coord	0	0.0	1	12.1
Parks Maint Aide	0	0.0	1	11.0
Payroll Supv	0	0.0	1	13.2
Permit Process Leader	1	3.5	0	0.0
Permit Spec Supv	0	0.0	1	6.5
Permit Tech	0	0.0	1	19.4
Permit Tech Supv	1	2.7	1	11.5
Personnel Anlyst	3	2.4	1	4.4
Personnel Spec	5	5.4	2	8.1
Plng&Dev Spec	4	2.4	1	17.3
Plng&Dev Spec I	0	0.0	1	3.1
Plng&Dev Spec II	2	5.7	2	7.3
Pntr	1	4.8	2	4.4
Pntr Aprn	1	5.1	1	5.1
Pol Comms Anlyst	0	0.0	1	12.5
Pol Comms Dispatcher I	3	2.0	2	20.2
Pol Comms Dispatcher II	1	2.7	1	6.5
Pol Comms Dispatcher Supv	1	7.0	1	11.2
Pol Data Tech	0	0.0	2	11.2
Pol Lieut	2	12.8	0	0.0
Pol Ofcr	142	8.2	5	10.5
Pol Sgt	12	17.9	0	0.0
Pool Maint Wkr	1	12.9	0	0.0
Prgm Intake Rep	0	0.0	3	10.0
Prjt Fund&Agreemts Coord	0	0.0	1	13.1
Prob Counslr	1	1.2	0	0.0
Prob Counslr I	0	0.0	1	5.2
Prob Counslr II	2	7.9	1	4.0
Property Mgmt Spec	0	0.0	1	7.9
Pwr Dispatcher	1	12.2	0	0.0
Pwr Marketer	1	2.8	0	0.0
Pwr Structs Mechanic	0	0.0	1	31.0
Radio Dispatcher	1	21.2	0	0.0
Rec Attendant	1	5.6	1	5.4
Rec Cntr Coord	1	12.0	0	0.0
Rec Leader	1	11.0	2	14.8
Rec Prgm Spec	1	9.2	0	0.0
Registered Nurse Consultant	0	0.0	1	11.5

2019 Events	PPL		PFCL	
Job Title	Beneficiaries	Avg. Tenure	Beneficiaries	Avg. Tenure
Risk Mgmt Anlyst	0	0.0	1	24.6
Security Ofcr	1	7.4	0	0.0
Sfty&Hlth Spec	0	0.0	3	8.7
Signal Elctn	1	5.5	0	0.0
Site Dev Insp	1	3.0	0	0.0
Store Clerk	0	0.0	1	10.8
StratAdvsr1	14	3.5	4	8.1
StratAdvsr2	10	4.0	4	7.0
StratAdvsr3	1	3.8	0	0.0
Street Paving CC	0	0.0	2	12.1
Strucl Iron Wkr	0	0.0	1	5.2
Technical Writer	0	0.0	1	2.8
Traffic Sign&Marking Lead Wkr	1	6.1	0	0.0
Transp Plnr	2	2.5	1	15.7
Tree Trimmer	2	4.1	0	0.0
Trng&Ed Coord	0	0.0	1	1.5
Truck Drvr	2	6.7	1	1.9
Util Act Rep I	1	5.9	2	17.6
Util Act Rep II	1	5.8	0	0.0
Util Act Rep Trne	1	6.1	0	0.0
Victim Advocate	1	5.2	1	4.7
Video Spec II	1	1.8	0	0.0
Volunteer Prgms Coord	0	0.0	1	32.3
Warehouser	1	2.9	0	0.0
Wtr Pipe Wkr	2	9.4	0	0.0
Wtr Quality Engr	0	0.0	1	4.3
Wtr Treatment Op	1	9.0	1	9.4
<b>TOTAL</b>	<b>458</b>	<b>7.5</b>	<b>211</b>	<b>10.0</b>

Data pertain to all leave events beginning in 2019.

Job Title refers to that where the beneficiary worked at time of leave approval. However, in some cases, a beneficiary may have changed Job Titles during the window of eligibility for leave use.

For brevity, Job Title categories have been combined from their original by removing suffixes indicating details such as temporary status, bargaining unit, rank ("Asst", "Sr", "Supvsr", etc.), or type ("Utils", "General Gvot", etc.).

Data source: HRIS, January 15, 2020.

## Employment Pathways

The Employment Pathways Interdepartmental Team (IDT) convened from March 2017 to December 2018 to develop recommendations to move towards workforce equity and create an inclusive and diverse workforce that is best able to serve Seattle communities. This ask came from the Workforce Equity Strategic Plan and Council Resolution 31712. This group transitioned to a Workforce Planning Community of Practice (CoP) in November 2019 to look at existing recommendations and propose new strategies to the Human Resources Leadership Team (HRLT) for consideration in 2020.

### Employment Pathways Recommendations

Twelve recommendations were submitted by the IDT to the Mayor and City Council on January 31, 2019 that support and expand upon current SDHR goals related to the AH/AD Executive Order, HR Governane, and Workforce Equity and Race and Social Justice efforts. Recommendations promote access and advancement opportunities within the City in three areas: Workforce Planning, Training and Development, and Partnership and Alignment.<sup>19</sup> These areas were informed by several findings:

- A. **Workforce Planning**- There is a need for more data and analysis to identify future business and workforce needs and a plan to meet them. As of October 2018, 26% of City employees were eligible to retire.
- B. **Training and Development**- **The City should create more entry-level job openings by promoting and supporting career development for current City employees.** Only 6% of the City's allocated positions are entry-level budgeted positions and only 0.5% are vacant (n=11,847). Training should be aligned to meet job demand.
- C. **Partnership and Alignment**- **City career outreach and recruitment efforts should target specific audiences and be coordinated across departments.** Only 16% of events that departments attended were specifically designed to recruit people of color and women who are underrepresented at higher levels of employment (n=114).

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<sup>19</sup> City of Seattle. *Employment Pathways: Building Equitable Access to Career Development and Upward Mobility within the City of Seattle*. Print. January 2019.

## Recommendations

These recommendations will be integrated into 2020 and 2021 project planning based on the priorities determined by the Workforce Planning CoP.

Recommendation	Summary	Status
<b>Workforce Demand Data</b>	Conduct effective workforce planning that uses data to connect its strategic direction to its workforce needs in a way that promotes racial equity and minimizes unintended impacts for people of color and marginalized groups. Provide external stakeholder groups with the information they need to better prepare their participants for City careers.	In progress; SDHR Workforce Analytics team will partner with Office of Innovation and Performance to clean up data and obtain predictive analytics.  Some key projected career shortages based on retirement projections and current recruitment challenges have been identified.
<b>Community Intern Pipeline</b>	Expand the City's internship eligibility criteria by allowing departments to create competitive internship opportunities for individuals in community-based training programs.	Complete; internship paperwork has been updated.
<b>Internship Extension</b>	Extend the City internship program timeline; allowing interns from short-term community-based training programs to complete their internship up to three calendar months after their educational program ends.	Complete.
<b>Internship Navigation</b>	Help departments create meaningful learning experiences for student interns from post-secondary schools and community-based training programs to meet future workforce needs. Communicate City business needs to post-secondary schools and assist under-represented students in accessing internships at the City.	In progress; Mayor Durkan has mandated that 25% of college interns come from 2-year colleges.
<b>Internship with Green Impacts</b>	Fund internship programs with green impacts that build skills to prepare interns for in-demand environmental jobs.	No progress.
<b>Temporary Worker Career Access</b>	Provide managers with training to support temporary workers in their roles and connect temporary workers with career opportunities once their assignment ends.	In progress; this has been noted as a need and module for Supervisor Learning.
<b>Manager Training</b>	Expand manager training around equity and compliance components, with added career development modules so that managers have the tools to develop their employees, particularly women and women of color who are under-represented in upper supervisory levels.	In progress; this has been noted as a need and module for Supervisor Learning.
<b>Stretch Projects</b>	Pilot a new employee development tool that helps employees work on specific projects that support the unit, while also developing skills that prepare them for higher level positions within the City. This will promote advancement opportunities for people of color and women who are under-represented in upper supervisory roles.	No progress.
<b>Workplace Mentorship</b>	Create a structured Citywide career mentorship program to help new and entry-level City employees, especially Black and African American employees, Hispanic or Latinx populations, and women navigate career development resources and opportunities. Establish	No progress beyond current City and departmental mentorship programs.

	a Citywide policy for employees to participate in skill development and mentorship opportunities.	
<b>Career Outreach Map &amp; Team</b>	Coordinate City Career Outreach efforts with Recruitment and Retention, using workforce demand data to target specific racial groups, currently Hispanic or Latinx populations who are under-represented at all levels of City employment.	Complete.
<b>Pre-Apprenticeship Outreach and Access</b>	Conduct specific outreach to women and other pre-apprenticeship graduates to ensure that they are aware of and know how to apply to work opportunities (like temporary labor pools) while waiting to enter apprenticeship programs.	Pending.
<b>Training Coordination</b>	Bring department training managers together to look at departmental workforce needs, align training needs to workforce demand data, and address training gaps through Seattle Colleges, community-training programs, or other partnerships.	SDHR Learning & Development has created a Community of Practice to convene departments. Additionally, training investments are being mapped to include cost per program.

2019 implementation focused on implementing recommendations the following internship, outreach, and training recommendations. The number of interns from community colleges increased by 13% (from 5% to 18%) due to concerted efforts by department internship coordinators, led by Sandra Wong in SDHR. Temporary workers were connected with career resources through an internal Career Connection event in October 2019 and partnered with Talent Acquisition and WorkSource community partners. The Office of Economic Development used the Citywide Training Inventory to quantify training investments and mapped youth programs with competencies to better align programs.

Recommendations for 2020 will focus on internship and training recommendations. Departments will continue working to increase the percentage of 2-year college interns from 19% to 25% by Summer, 2020. A Supervisor Learning Program is being developed for pilot that includes equity, career development, and compliance components so that managers have the tools to develop their employees, particularly women and women of color who are under-represented in upper supervisory levels.

## Targeted Recruitment Plan Update

The original Targeted Recruitment Plan is in the 2018 Technical Report. Please refer there for more detail on the data analysis behind this Targeted Recruitment Plan. The data reviewed two job categories to focus on for City Targeted Recruitment in 2019-2024. The focus is: Officials & Administrators and Skilled Crafts. These roles are defined as follows:

- Officials & Administrators- jobs that have Strategic Advisor, Manager, and Director in their titles
- Skilled Crafts- jobs like Cement Finisher, Electrician, Line worker and Maintenance Laborer

Currently, SDHR oversees recruiting for 18 departments. In these departments, Officials & Administrators are more common than Skilled Crafts allowing faster implementation of strategies for Officials & Administrators. For this reason, this Targeted Recruitment Plan will continue to take a strategic focus on Officials & Administrators in 2020 along with creating consistent hiring practices across the City.

### **The Targeted Recruitment Plan will:**

- Market the City as one employer, with many career opportunities;
- Look at recruitment on a Citywide level, identify Citywide recruitment challenges, and develop priorities and processes for 2020;
- Provide data-driven Citywide outreach and recruitment efforts; and
- Recruit and hire internally and externally in a way that centers the opinions, experiences, and identities of those we serve.

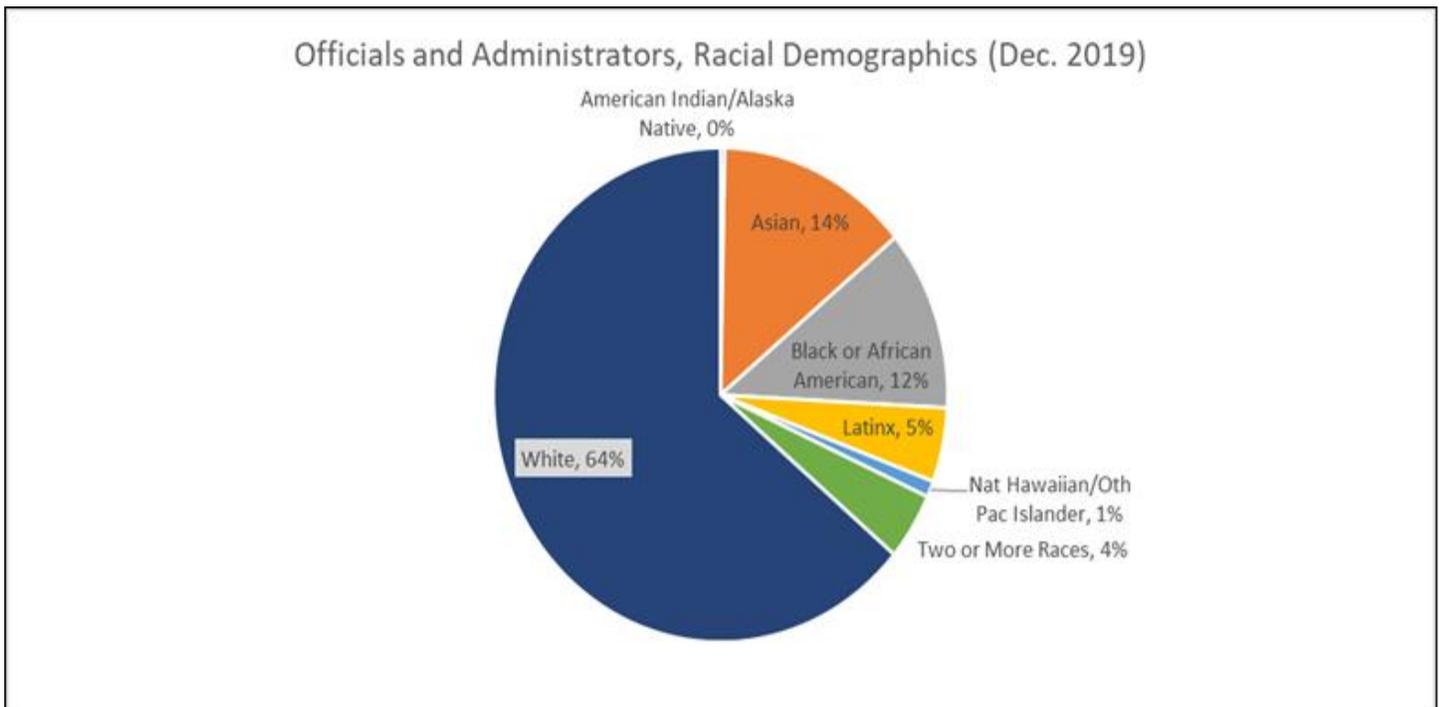
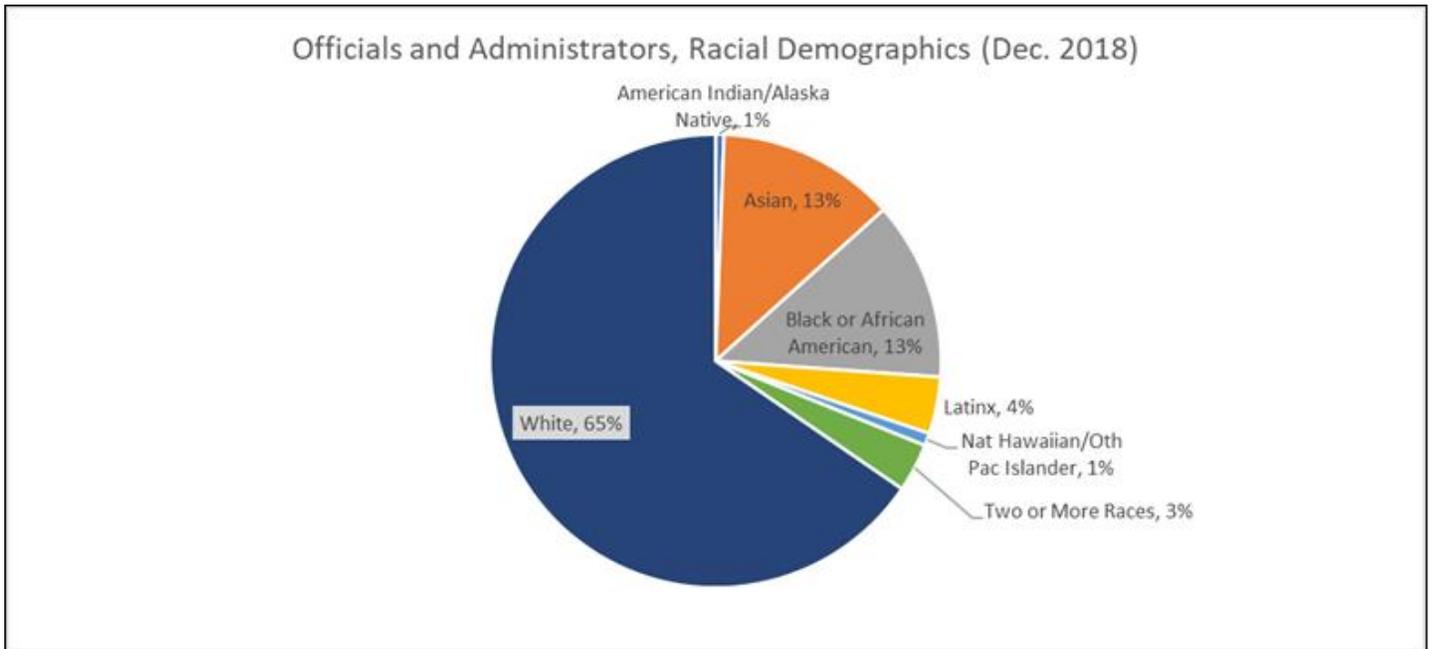
### ***Desired Outcomes***

The above strategies are all aimed at achieving the below desired outcomes. The action plan to realize these outcomes follows.

- a.* Increase the number of People of Color and women of color in Official & Administrator positions; and
- b.* Recruit more women of color into the Skilled Crafts with a potential focus on recruiting from pre-apprenticeship programs that serve diverse populations.

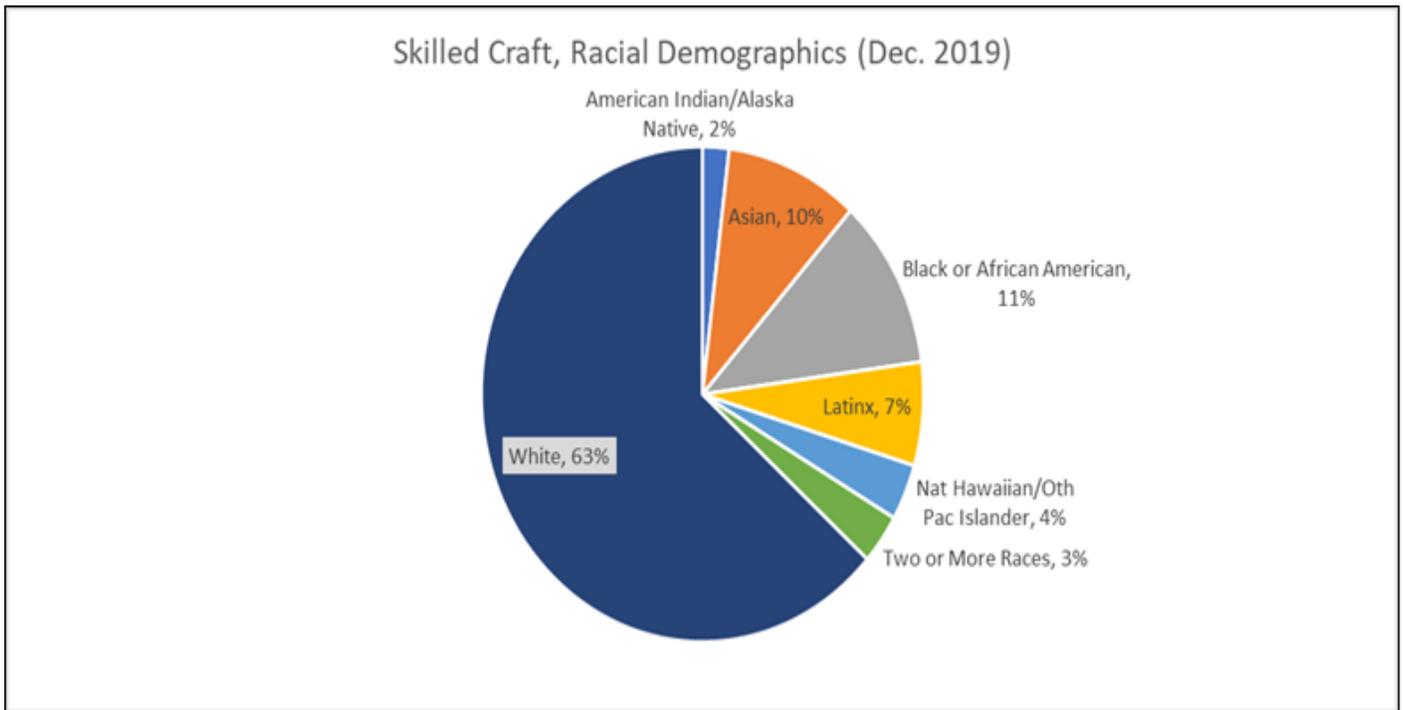
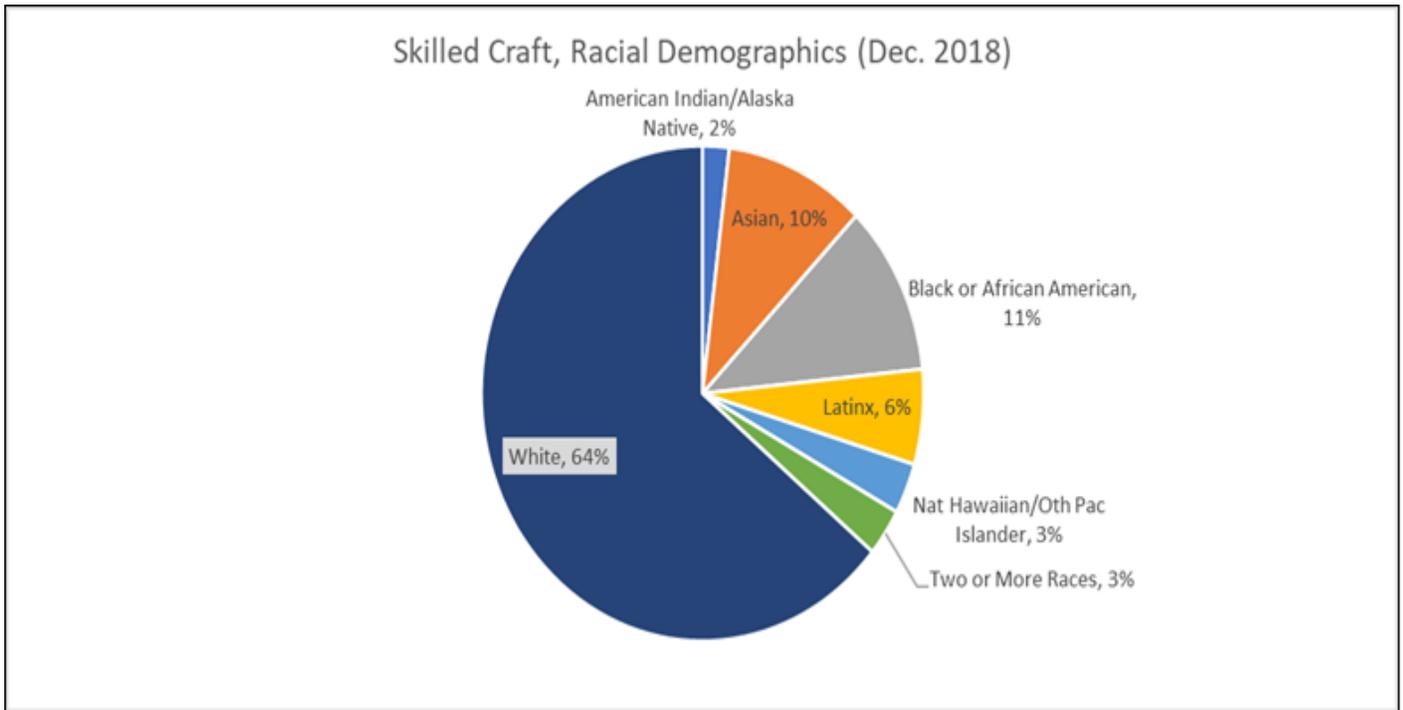
It is important to note that these desired outcomes will take time. After one year of implementing this Action Plan, SDHR will be able to attach benchmarks and targets to these goals for 2020 through 2024. An initial metric on the racial demographics of the hires in 2018 and 2019 in SDHR supported departments to Officials & Administrator and Skilled Crafts jobs is in the figures below.

Figure 29: City Employee racial demographics for the job category Officials & Administrators<sup>20</sup>



<sup>20</sup> City of Seattle workforce data is from January 23, 2020.

Figure 30: City Employee racial demographics for the job category Skilled Crafts<sup>21</sup>



<sup>21</sup> City of Seattle workforce data is from January 23, 2020 from the Human Resource Information System.

### *Targeted Recruitment Action Plan*

The following table is the Targeted Recruitment Action Plan included in the original City Targeted Recruitment Plan. The table includes updates for work that took place in the first year operationalizing the Targeted Recruitment Plan at the City.

Goal	Outcome	Outcome Indicators	Status Update on Work Completed in 2019
Establish a Citywide brand.	Market the City as one employer, with many career opportunities.	<ul style="list-style-type: none"> <li>c. Create branding materials that target Women of Color.</li> <li>d. SDHR’s homepage is updated to include testimonials and pictures geared around employment with the City.</li> <li>e. Testing of the branding with targeted talent leads to more applications from targeted talent.</li> </ul>	<ul style="list-style-type: none"> <li>a. Was not initiated due to budget constraints.</li> <li>b. Currently being completed in partnership with Deferred Compensation Manager.</li> <li>c. Not implemented due to budget constraints.</li> </ul>
Create processes and plan to deliver consistent Talent Acquisition services.	Look at recruitment on a Citywide level, identify Citywide recruitment challenges, develop priorities and processes for 2020.	<ul style="list-style-type: none"> <li>a. Institutionalize equitable processes for women and people of color competing for Official &amp; Administrative and skilled trade positions.</li> <li>b. SDHR will release “Interview Process Best Practices” for departments to adopt.</li> <li>c. Priorities, processes, and plan will be submitted by departments for 2020 implementation.</li> </ul>	<ul style="list-style-type: none"> <li>a. Ongoing efforts</li> <li>b. Activated required training for panel participants June 3<sup>rd</sup>, 2019. Currently 90% employees who were required have completed the training.</li> <li>c. Implemented community of practice forum in the form of Talent Table Talks, Recruiter sub-committees and Talent Manager reoccurring meetings to tackle current citywide recruitment challenges.</li> </ul>
Map outreach and recruitment efforts and use data to determine which outreach and recruitment events to attend.	Data driven Citywide outreach and recruitment efforts.	<ul style="list-style-type: none"> <li>a. Establish outreach and recruitment event baseline data.</li> <li>b. Increase participation at career events that target people of color and Women of Color for Official and Administrative positions and Skilled Trades roles.</li> <li>c. Analyze data regarding Official &amp; Administrative roles and skilled trade positions. The disparity gap will have decreased by the end of 2020.</li> <li>d. Job postings (drafting and location) are decided with intentional strategies used to target Women of Color and people of color</li> </ul>	<ul style="list-style-type: none"> <li>a. Created excel sheet to track all outreach activities which includes number of attendees and cost of event.</li> <li>b. Attendance has increased from 5 events in 2018 to 15. 9 of those 15 were focused on POC and Women.</li> <li>c. Ongoing efforts to review department demographics pre-recruitment at recruiting strategy meetings to effectively design recruiting plans to address this issue .</li> <li>d. Created external posting database which indicates if it is a diversity site or ethnicity specific.</li> </ul>

		<ul style="list-style-type: none"> <li>e. Partner with community-based organizations to foster a talent pipeline that reflects the people we serve not limited to Rainier Scholars, Young Executives of Color's, SYEP high school program, university organizations and/or unions led by people of color.</li> <li>f. SDHR will continue to foster relationships with organizations like El Centro de la Raza/Seattle Urban League and host 2019 workshops on successful interviewing and resume drafting for people in the Latinx and African American community. Exit surveys will be used as assessments measuring effectiveness and learning at the workshops.</li> <li>g. Create new metrics and benchmarks for 2020.</li> </ul>	<ul style="list-style-type: none"> <li>e. Partnered with Young Executives of Color, Urban League and the UW's NESBE chapter to share the City of Seattle's mission and create employment pipelines.</li> <li>f. Recruiting &amp; Compliance Analyst sat on resume review team for Urban League of Metropolitan Seattle during their annual Diversity Career Fair. Exit survey is in development.</li> <li>g. Analyzing 2019 metrics and actively setting 2020 goals.</li> </ul>
<p>Create an internal and external outreach plan to present to the interdepartmental Human Resources Leadership Team (HRLT) for input, investment, and co-development to present to departments for adoption.</p>	<p>Recruit internally and externally in a way that centers the opinions, experiences, and identities of those we serve.</p>	<ul style="list-style-type: none"> <li>a. Hold a forum inviting all City employee resource groups and/or affinity groups to both recognize their contributions to the City's cultural climate and co-create strategies and goals to reach our desired outcome.</li> <li>b. Create a networking event targeting Women of Color and people of color employed at the City and within Community. This will serve as both an opportunity to celebrate various cultures, identities, and differences, and a chance to connect with and</li> </ul>	<ul style="list-style-type: none"> <li>A. Created Talent Table Talk, community of practice for recruiters across the city to discuss standards, practices and the current cultural climate.</li> <li>b. Please refer to E.</li> <li>c. Please refer to E</li> <li>d. Need will be assessed in 2020.</li> <li>e. Talent Acquisition was able to pilot citywide employment fair in partnership with WorkSource that focused on current temporary workers, POC and Women. Resume workshops and over 12 departments were represented offering employment opportunities.</li> <li>f. Ongoing development.</li> </ul>

- celebrate the diversity among the Community we serve.
- c. By Q4, 2019, SDHR will have achieved: (1) sponsoring, partnering on, and/or hosting two or more events with organizations led by people of color and/or women for targeted recruitment.
  - d. A survey in Q4 will be given to the HR Leadership Team assessing departmental interest in adopting the framework for our internal and external outreach plan. Two or more departments indicating interest in adopting the framework for 2020-2021 signifies progress towards our objective.
  - e. Host an internal recruiting event in the Q3 where regular and temporary employees can meet with city departments to learn about employment opportunities, ask questions, and connect with external resources like Work Source and the Center for Working Adults about career assistance and educational options and resources.
  - f. Develop partnerships with pre-apprenticeships programs through the Regional Pre-Apprenticeship Collaborative (RPAC) that serve people of color and Women of Color to promote skilled trades jobs at the City.

## **Conclusion**

The City of Seattle strives to maintain a reputation of being the employer of choice. We work to attract the most talented individuals for our workforce, and center equity when we do. This Targeted Recruitment Plan will help us expand our applicant pools equitably and create systems that will attract outstanding talent, particularly for women and people of color interested in Officials & Administrators and Skilled Crafts positions.

## Increased Access to Training

The SDHR Workforce Development Unit manages programs that develop, connect, and empower people to advance their careers. The goal of increasing employee access to training is intended to ensure that all employees have access to learning development and to career growth opportunities.<sup>22</sup> Career mobility is an important measure of workforce equity. This is accomplished by managing programs such as College Internships, Career Quest Coaching, Career Quest Workshops and by developing relationships with external workforce development entities, maximizing the City's community presence for career-related events, and offering strategic advising services to City departments and offices.

### College Internships

In 2019, internship efforts were dedicated to supporting Mayor Durkan's mandate to increase the percentage of City community college internships to 25% by 2020. The number of summer interns from community colleges increased from 5% to 18% due to concerted efforts by department internship coordinators, led by Sandra Wong in SDHR. Overall, the number of interns from community colleges increased from 5% to 10% when looking at all interns paid in 2019.

### Career Quest Coaching

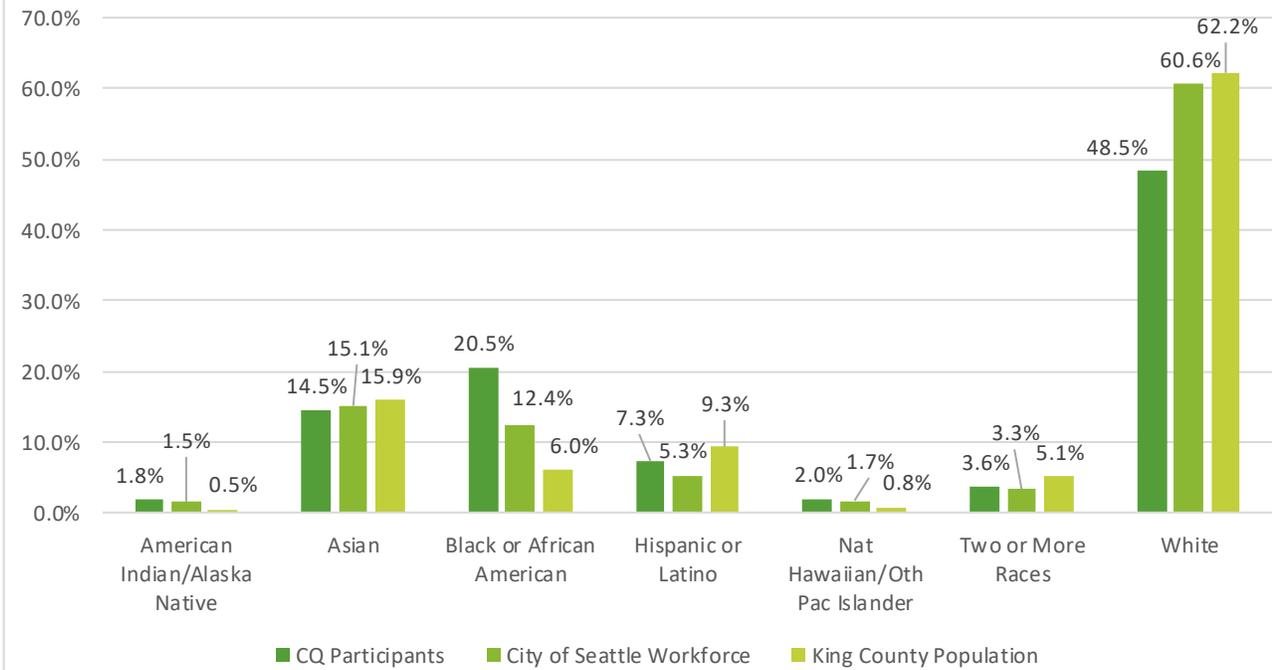
Career Quest is a career management program that provides customized career development opportunities for City employees who wish to broaden their skills or seek assistance with their long-term career goals. It offers two services: Career Coaching: match with a career coach who will work to identify and plan career goals and Workshops: access to career development workshops including navigating your career, resume skills, interview skills, and others.

In 2019, there was a total of active 550 participants and 92 coaches. The CQ participants are a racially diverse group. For people of color, Career Quest participants either exceed or are very close to match the City of Seattle workforce and the population that we serve in the King County population percentages.

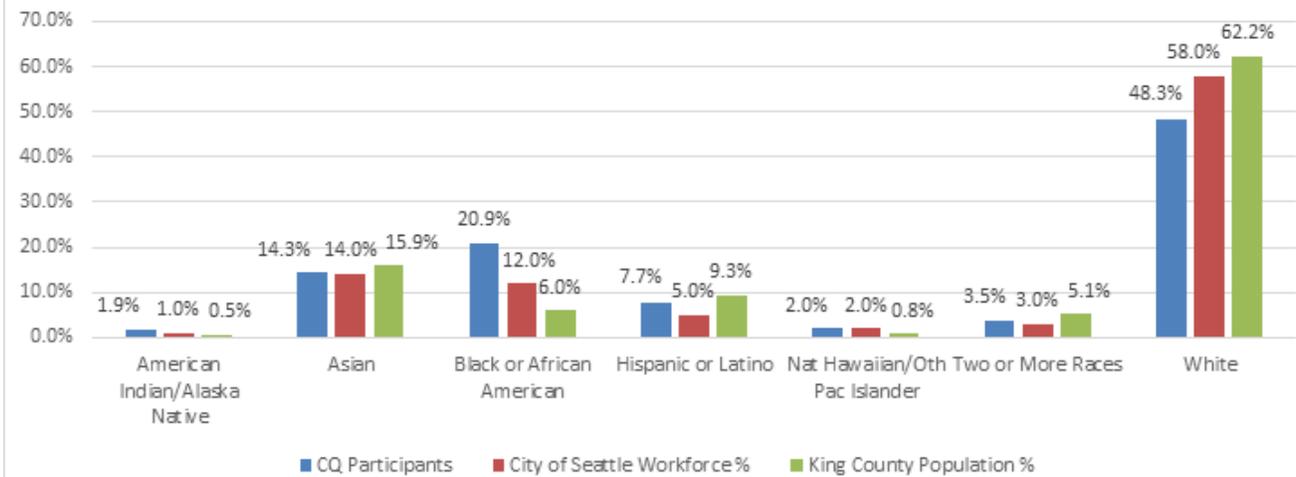
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<sup>22</sup> Guided by the Workforce Equity Strategic Plan and by [Seattle Municipal Code 4.04.210](#) which states that "it is essential to provide employees rewarding opportunities for career growth and upward mobility."

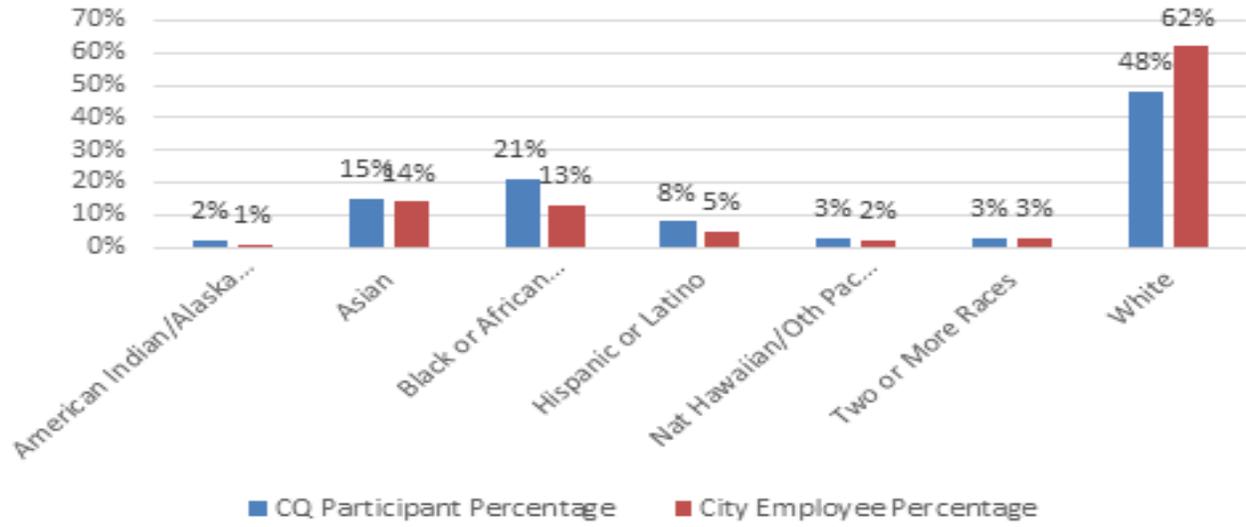
### Career Quest 2019



### Career Quest 2018



### Career Quest 2017



## Career Quest Workshops

In 2019, the Workforce Development Unit facilitated 18 training sessions; 167 participants participated in career development workshops. Training sessions are consistently rated high by the participants, 4.58 average, on a 1/low to 5/high range.

Some participant feedback:

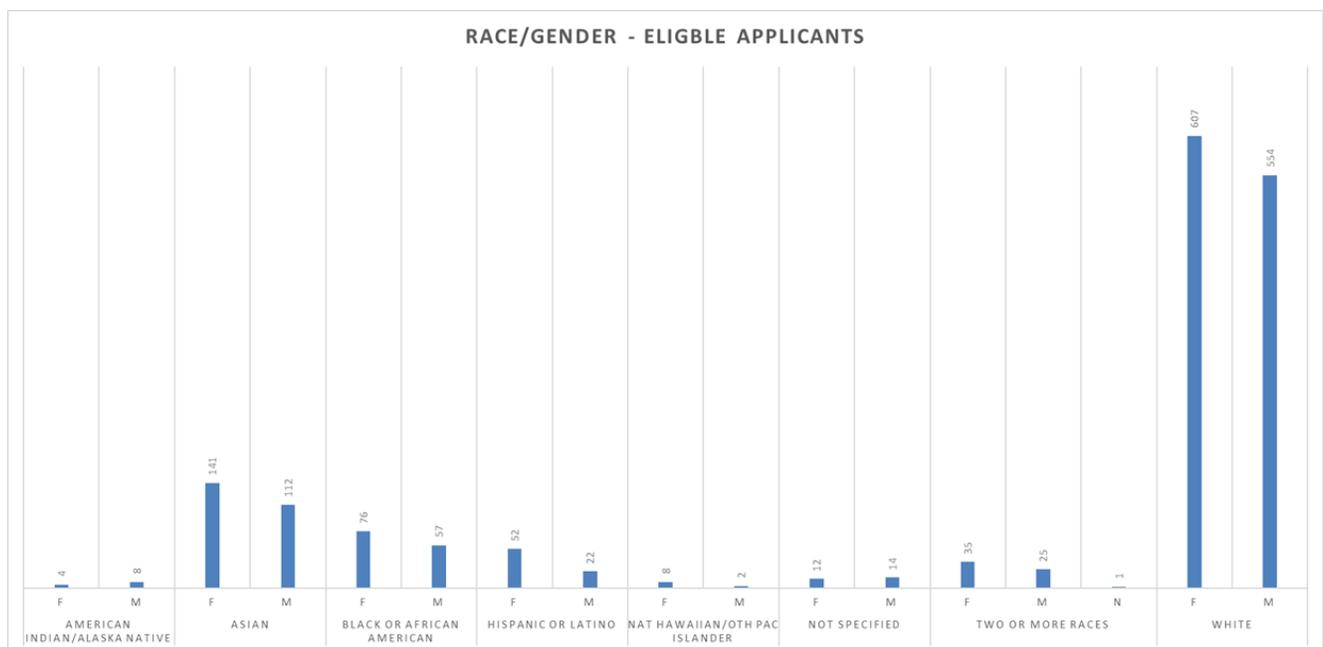
- “This is very valuable training for me and helped me to discover strengths that I utilize as I go forward in my city career. I feel like I have several levels of career in front of me.”
- “This training will improve my effectiveness at work by helping to provide increased/consistent added value in various ways and providing meaningful service, accountability efforts and ingenuity to our various stakeholders (within our internal and greater diverse communities.”

## Leadership Development Programs

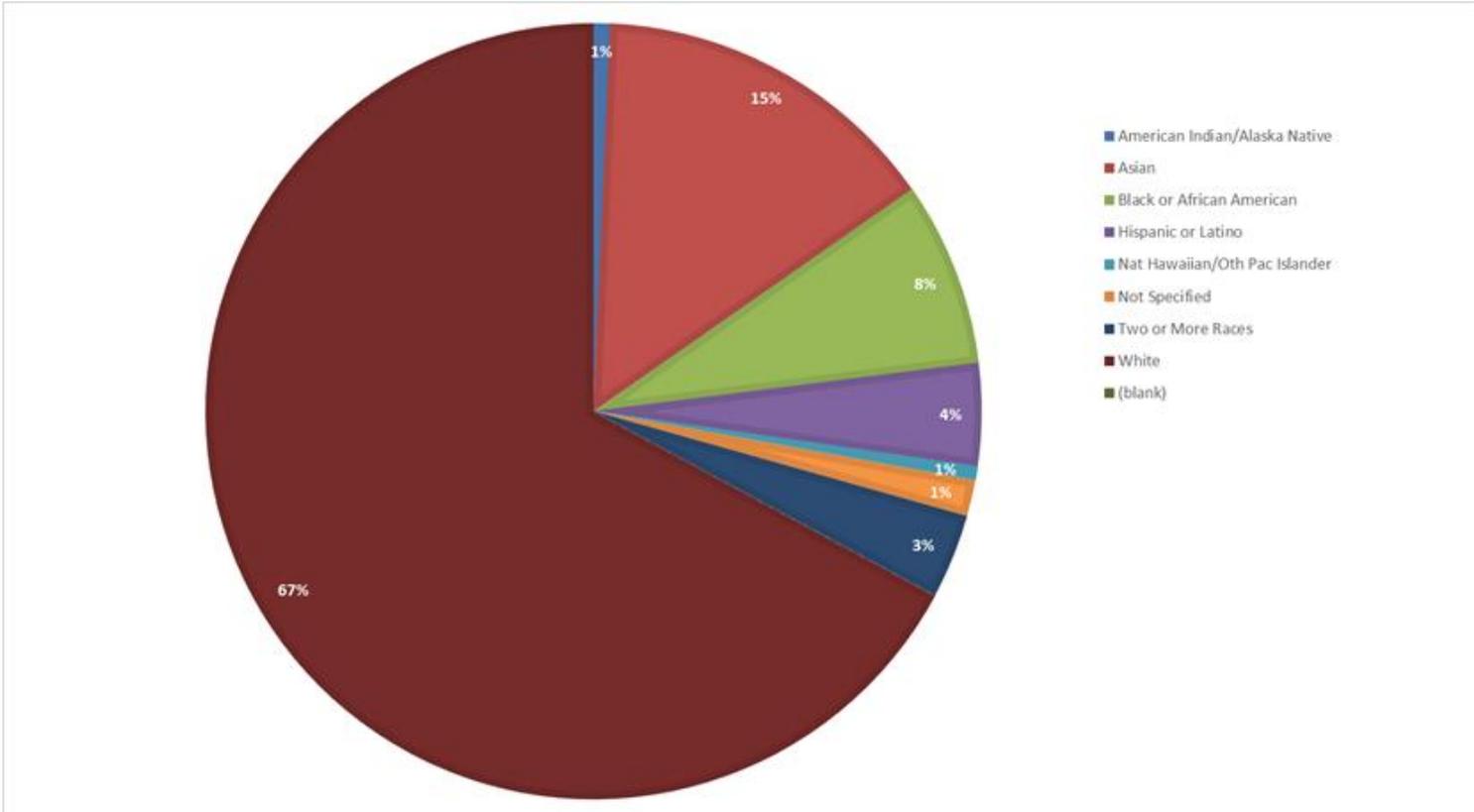
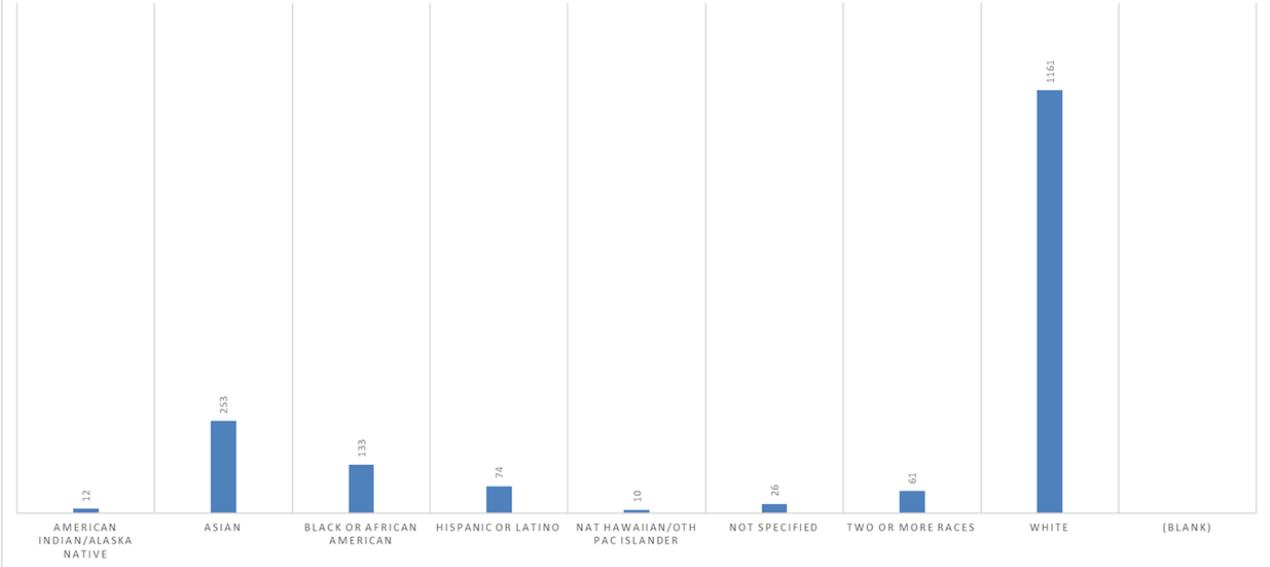
### City Leadership Academy

#### Cohort applicant data

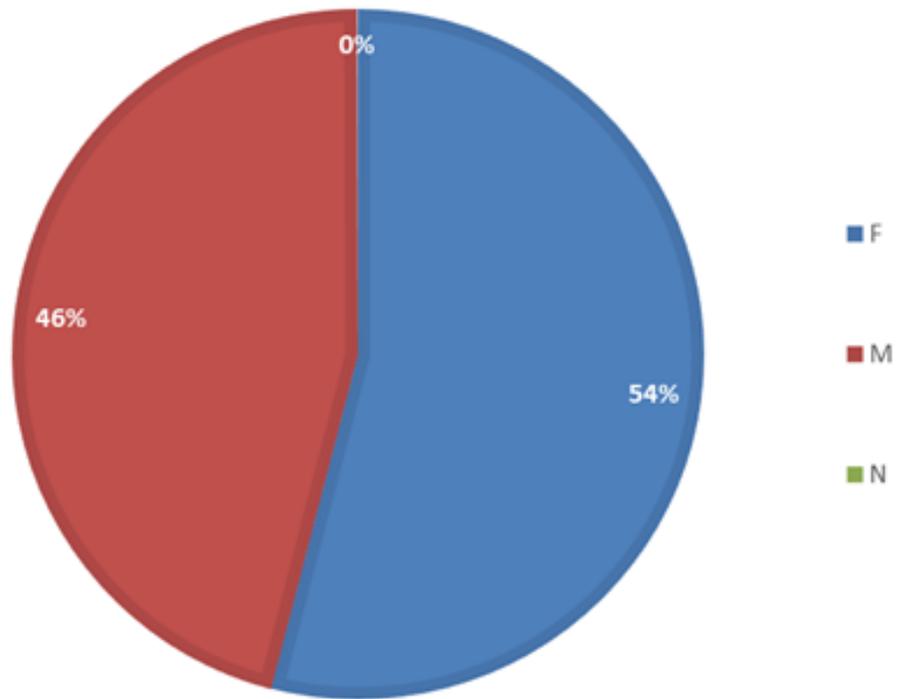
In 2019, invitations went out to 1,730 staff that met program criteria of being a regular, full-time, employee in an APEX-SAM or comparable, overtime exempt position and having one or more years of City employment. Removed from the list: Cabinet executives, MO executives, City Councilmembers, former CLA participants.



RACE - ELIGIBLE APPLICANTS



### GENDER - ELIGIBLE APPLICANTS



# Fire and Police Hiring Equity

## Introduction

In 2017, the Seattle Department of Human Resources (SDHR), the Seattle Police Department (SPD), and the Seattle Fire Department (SFD) partnered on a hiring equity analysis of the entry-level police officer and firefighter hiring processes. This was in response to Council Resolution 31588 and Executive Order 2015-02. The result was the below action plans for hiring equity.

While neither SPD's nor SFD's overall hiring process was found to have barriers to equity for any demographic group, steps of the hiring process do pose barriers to equity for particular demographic groups. For this reason, each action plan recommends strategies to remove identified barriers to equity in the hiring process. Each strategy is tied to the barrier that it is intended to address and the impact it is proposed to affect. The actions are ordered according to the implementation priority at the time the plans were written. As each action is undertaken, the aim is to remove barriers to equity through a more simplified and transparent process. This is the guiding principle of any changes made moving forward.

After two years of implementation, updates on progress and notes on efficacy of the action plan recommendations can be found in the right-hand column. More information on the action plans can be found in the 2018 Workforce Equity Update Report. Additionally, updates on the testing component of the hiring process for SPD and SFD can be found below.

## Fire Hiring Equity Action Plan Update

Strategy	Barrier(s) to Equity	Action Steps	Status
<p>1. Eliminate identified barriers to applicant success</p>	<p>For example, the hiring process is infrequent, has too many steps, and takes too long, causing loss of highly competitive candidates. Other jurisdictions hire candidates more quickly.</p>	<ul style="list-style-type: none"> <li>a. Enable hiring cycles more often than once every two years;</li> <li>b. Develop a strategy to reduce the number of steps in, and timeframe of, the hiring process;</li> <li>c. Ensure participation in unbiased decision-making employment training for any civilian or uniformed staff involved in the hiring process; and</li> <li>d. Remove or mitigate disqualifying criteria that impacts one demographic group more than others.</li> </ul>	<ul style="list-style-type: none"> <li>a. SDHR is maintaining the current bi-annual entry-level fire testing schedule. This decision was made because annual hiring cycles are not financially feasible given the high-cost of administering oral boards and current staffing resources.</li> <li>b. The screening steps performed by the Fire Department were reviewed by the Law Department and SDHR in 2018. The number of steps has been reduced to include: Candidate Physical Ability Test (CPAT), Suitability Assessment Report (SAR), Fire Chief interview, medical, psychological, background check.</li> <li>c. 175 oral board panelists (approximately 122 Uniformed SFD personnel and 53 non-uniformed City employees from 22 departments) will be completing unbiased decision-making training in January 2020.</li> <li>d. Currently, there is no adverse impact in fire or police exams. Background disqualifiers have been reviewed. Additionally, the consultant who provides psychological services, performed an adverse impact analysis showing that cut scores for the suitability assessments remain statistically impact-free.</li> </ul>

Strategy	Barrier(s) to Equity	Action Steps	Status
<p>2. Build a support system for each stage of the hiring process to include mentoring &amp; expanding existing cadet programs</p>	<p>Stages of the SFD hiring process impact some demographic groups more than others. For example, women were less likely to pass drill school.</p>	<ul style="list-style-type: none"> <li>a. Develop a program for applicant to recruit communications, workshops, and a mentorship strategy tied to targeted recruitment goals for each stage of the hiring process;</li> <li>b. Particularly, expand existing programs including the fire cadet program and formalize drill school practice workshops with direct support to candidates and recruits of historically underrepresented groups starting in the recruiting phase of hiring;</li> <li>c. Assess how drill school is predictive of firefighter recruit success and remove barriers to equity in drill school, such as ramping up the physical requirements throughout drill school with testing occurring at later stages; and</li> <li>d. Standardize the criteria utilized to recommend a firefighter recruit who did not pass drill school the first time to be put on the recommended rehire list &amp; add embedded mentoring into drill school.</li> </ul>	<ul style="list-style-type: none"> <li>a. The newly hired Workforce Development Advisor will be tasked with identifying new programs for targeted recruit communications. Email notifications to a GovDelivery list of over 22,000 individuals were sent notifying candidates of the application period and free applicant workshops.</li> <li>b. A series of physical preparation sessions were provided to candidates with conditional offers, prior to Recruit School 110 (January 30, 2019), Recruit School 111 (August 7, 2019), and will be provided prior to Recruit School 112 (February 5, 2020). Existing peer fitness trainers lead these sessions. Additionally, a pilot preparation program (SeaPrep) for applicants who do not hold a conditional offer, but who are eligible for future hire from the current Firefighter hiring register was launched in January 2019. SeaPrep is an expansion of the existing Cadet program, providing ongoing bi-monthly sessions. The SeaPrep program includes physical fitness, mental and emotional fitness, self-assessment, and development targets specific to recruit school preparation.</li> </ul>

Strategy	Barrier(s) to Equity	Action Steps	Status
			<p>c. The Seattle Fire Department RSJI Core Team performed an RSJ toolkit in 2018 on pass rates in drill school. The finding was that pass rates were similar between women and men, when rehire pass rates were taken into consideration. The Department's Occupational Health and Fitness Coordinator and the Deputy Chief of Training are partnering with various stakeholders to review Recruit School standards. The first meeting was held in the fourth quarter of 2019.</p> <p>d. Training Division and Human Resources worked to standardize the rehire recommendation process. Additionally, Department contacts have been made available throughout recruit school via voluntary practice sessions scheduled Saturdays during the recruit school program.</p>
<p>3. Ensure employment decisions are equitable and transparent</p>	<p>For example, lack of File Review transparency makes it difficult to explain why Black, white, and API candidates are less likely to get a conditional offer.</p>	<p>a. Ensure each step on the SFD side of the hiring process (after a register is sent to SFD) is administered transparently, in a pass/fail manner, and tracked for the impact on candidate pool demographics;</p> <p>b. Particularly, eliminate the File Review phase and move components that are necessary, and tied to the job task</p>	<p>a. Each step in the pre-employment screening phase of hiring is now pass/fail. Demographic assessment will be performed on each selection step once hiring from this register is completed in early 2020.</p> <p>b. File review was eliminated.</p> <p>c. Proactive review of candidate eligibility is being performed, as needed.</p>

Strategy	Barrier(s) to Equity	Action Steps	Status
		<ul style="list-style-type: none"> <li>analysis, to the Public Safety and Civil Service side of the hiring process;</li> <li>c. Proactively review &amp; refresh the hiring register to ensure continued candidate eligibility; and</li> <li>d. Establish and share criteria for the Chief's interview with candidates.</li> </ul>	<ul style="list-style-type: none"> <li>d. Fire Chief interview includes structured question set for use in final selection of candidates by the Fire Chief.</li> </ul>
4. Build outreach and engagement programs	Application rates by women of color, white women, and Asian candidates are not representative of King County demographics. <sup>23</sup>	<ul style="list-style-type: none"> <li>a. Develop a SFD branding strategy that is structured and funded to meet targeted outreach and recruitment goals to address applicant demographic gaps;</li> <li>b. Design a strategy for SFD targeted recruitment that ensures ongoing coordination with the SFD targeted recruitment team;</li> <li>c. Ensure online information about hiring and timelines is reviewed with a racial equity lens, simplified, and clarified; and</li> <li>d. Collaborate with and learn from the SPD targeted recruitment group.</li> </ul>	The Department was able to hire a Workforce Development Advisor in December 2019. Identifying community groups and targeted outreach for the purpose of recruitment will be a responsibility of this new position.
5. Ensure exam process is accessible & equitable	Black applicants attend the written exam at a low rate. <sup>23</sup>	<ul style="list-style-type: none"> <li>a. Increase testing pre-workshops and locations leading up to the exams;</li> <li>b. Increase testing frequency and locations; and</li> </ul>	<ul style="list-style-type: none"> <li>a. SDHR, in partnership with SFD, hosted 13 pre-testing workshops prior to and during the exam window.</li> <li>b. Complete</li> </ul>

<sup>23</sup> This barrier to equity was found to be statistically significant at a 95% confidence level in the City Economist's statistical analysis of the SFD's hiring process.

Strategy	Barrier(s) to Equity	Action Steps	Status
		<ul style="list-style-type: none"> <li>c. Develop a strategy for the SFD recruitment group to address differences in exam attendance across applicant demographics.</li> </ul>	<ul style="list-style-type: none"> <li>c. The SFD Workforce Development Advisor will be exploring solutions to the exam attendance rates.</li> </ul>
<p>6. Update PSCSC exam tools</p>	<p>Black and Hispanic candidates pass the exam at low rates. <sup>24</sup></p> <p>Women of color and men of color candidates are less likely to be in the top 25 percent of candidates who pass the oral board exam. <sup>23</sup></p>	<ul style="list-style-type: none"> <li>a. Replace the written exam with a video exam;<sup>24</sup></li> <li>b. Apply a racial equity toolkit to the SFD exam and oral board process, continue to evaluate the impacts and benefits of exam components and adjust or eliminate as needed;</li> <li>c. Annually adjust exam and oral board tools based on data analysis of results; and</li> <li>d. Implement shifts in the oral board process from the below options that continue oral board process but remove barriers to equity by including 50% community member and 50% uniform review panels, independent scoring of</li> </ul>	<ul style="list-style-type: none"> <li>a. Complete</li> <li>b. Complete</li> <li>c. SDHR held two stakeholder meetings with members of SFD, SDHR, CBO, and Local 27 to discuss the changes, their impact, and identify opportunities for improvement. Based on this stakeholder feedback, SDHR made several changes to the exam process. The two major changes included increasing the weight of the oral board to 25% and increasing testing flexibility by allowing candidates who meet certain criteria to transfer test scores to Seattle.</li> <li>d. Complete. SDHR added one non-uniformed City employee to the oral boards in lieu of a uniformed panelist (2 uniformed panelists, 1 non-uniformed city employee). Mechanical, math, and reading components of the video exam were scored as pass/fail; rank was based on combined Human</li> </ul>

<sup>24</sup> The video testing consultant for SPD is the same consultant SFD hired to remedy the barriers to equity found in the SFD testing process. SPD does not currently fully utilize the administration nor scoring that the consultant recommends. The SPD Testing Consultant has verified that utilizing their full suite of products will help remove the barriers to equity in the current SPD testing phase.

Strategy	Barrier(s) to Equity	Action Steps	Status
		candidate responses, and a transparent pass/fail scoring structure.	Relations (50%), Work Attitudes (now 25%), and Oral Board (now 25%) scores.
7. Build ongoing data analysis capabilities	The SFD hiring data collection process is not resourced nor set up for continued process improvement to meet hiring equity objectives.	<ul style="list-style-type: none"> <li>a. Develop a process for SFD hiring data collection utilizing NEOGOV software;</li> <li>b. Perform ongoing data collection and analysis with process reassessment occurring every six months;</li> <li>c. Coordinate budget and operational impact assessment for recommended changes; and</li> <li>d. Assess hiring data outcomes relative to hiring equity objectives and make changes when and where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>a. Complete. SDHR provided SFD bi-weekly updates during the 2019/2020 exam process that included the number of applicants and demographic information and the flow of candidates through the process.</li> <li>b. Data collection and assessment on the Fire Department’s screening phase of the hiring process will be performed once hiring from this register is completed in early 2020.,</li> <li>c. This will occur at the end of this hiring cycle and prior to the next one.</li> <li>d. This will occur at the end of this hiring cycle and prior to the next one.</li> </ul>
Equitably apply preference points	Women <sup>25</sup> and person of color applicants are less likely to have veteran’s status. In 2015 and 2016, only male candidates benefited from	<ul style="list-style-type: none"> <li>a. Preference points are not a recommended strategy to remove barriers to equity for SFD applicants;</li> <li>b. Military targeted recruitment and community targeted recruitment are recommended strategies to balance the impact of veteran’s preference in SFD hiring; and</li> </ul>	<ul style="list-style-type: none"> <li>a. In 2018, SDHR found veterans preference application did not significantly change the demographic makeup of the top 25% of the register.</li> <li>b. SFD will continue to build upon ongoing targeted recruitment efforts.</li> <li>c. No action has been taken at this time.</li> </ul>

<sup>25</sup> This barrier to equity was found to be statistically significant at a 95% confidence level in the City Economist’s statistical analysis of the SPD’s hiring process.

Strategy	Barrier(s) to Equity	Action Steps	Status
	veteran's preference points.	c. If additional preference points were pursued, it is recommended that the preference points be tied to the role and duties of firefighter and assessed for potential disparate impact.	

### *Fire Testing Detailed Update*

#### Background

The Seattle Department of Human Resources (SDHR), under the guidance and oversight of the Public Safety Civil Service Commission (PSCSC), administers all entry and promotional exams for uniformed personnel in the Seattle Police and Fire Departments. SDHR strives to have a testing process that is:

- **equitable** and focused on minimizing barriers in the SFD entry-level hiring process for people of color and other historically marginalized or underrepresented groups;
- **compliant** with all applicable laws and policies, and
- **transparent** and easily navigable by applicants and firefighters.

#### 2019 Updates

##### Fire

SDHR implemented 2 major changes after a debrief of the 2018 cycle and as part of the Racial Equity Toolkit:

- **Exam scoring:** Scored mechanical, math, and reading remained pass/fail; rank was based on combined Human Relations (50%), Work Attitudes (weighting decreased from 35 to 25%), and Oral Board (weighting increased from 15% to 25%) scores.
- **Testing Flexibility:** Give candidates who have already taken the FireTEAM test in Washington State, within the past 6 months, the ability to transfer their score for free (as opposed to sit for the same exam a second time)

Outcome of 2019 changes

- 54.4% show rate to the video exam (consistent with 2018 show rate at 55%).
- No adverse impact at any stage of the testing process to-date.

2019/2020 Entry Fire Dashboard<sup>26</sup>

Data as of 12/19/19

RACE	Applied	FireTEAM Scheduled	Completed all components	Pass Rate	Oral Scheduled	Oral Completed	Oral Passed	PASS ALL
Native American or Alaska Native	1%	1%	1.5%	1.6%				
Asian or Pacific Islander	9%	7%	7.6%	7.5%				
Black	10%	9%	8%	6.8%				
Hispanic	16%	13%	13.6%	13.3%				
White	60%	63%	65.2%	66.4%				
Undisclosed /Prefer not to respond	4%	7%	4%	4.4%				
<b>TOTAL</b>	<b>3702</b>	<b>2172</b>	<b>2013</b>	<b>1554</b>				
GENDER								
Female	12%	13%	13.7%	13.4%				
Male	86%	85%	84.9%	84.9%				
Undisclosed / Prefer not to respond	1%	2%	1.4%	1.7%				
<b>TOTAL</b>	<b>3702</b>	<b>2172</b>	<b>2013</b>	<b>1554</b>				

\*Candidates who pass all 5 exam components will be invited to the oral board step

<sup>26</sup> City of Seattle workforce data is from December 31, 2018 in the NeoGov system.

## Police Hiring Equity Action Plan Update

Strategy	Barrier(s) to Equity	Entry Police Hiring Action Steps	Update
1. Eliminate identified barriers to applicant success	For example, women pass the medical exam at a low rate. <sup>27</sup>	<ul style="list-style-type: none"> <li>a. Ensure participation in unbiased decision-making employment training for any civilian or uniformed staff involved in the hiring process;</li> <li>b. Remove or mitigate disqualifying criteria that impacts one demographic group more than others;</li> <li>c. In particular, assess each potentially disqualifying criteria of the medical exam for impacts to demographic groups and linkages to the job task analysis; and</li> <li>d. Assess why the Seattle Fire Department does not have this barrier to equity in their medical exam and adopt learned practices.</li> </ul>	<ul style="list-style-type: none"> <li>a. This was completed for all 2019 hires.</li> <li>b. Recruiting attends more than 100 different events throughout the year. Many of the events are specifically geared towards demographic groups such as the Chinatown Festival, Pista sa Nasyon, and Northwest Women’s Show.</li> <li>c. The medical review is conducted by an outside medical professional who makes an independent determination of whether someone is medically fit to perform the essential functions of being an officer.</li> <li>d. Not feasible for SPD to undertake this analysis.</li> </ul>
2. Ensure employment decisions are equitable and transparent	For example, men of color pass the pre-polygraph interview at a disproportionately low rate and men, especially men of color, pass the polygraph at a lower rate, but often candidates never understand if they should reapply or not. <sup>27</sup>	<ul style="list-style-type: none"> <li>a. Ensure each step on the SPD side of the hiring process (after a register is sent to SPD) is administered transparently to the applicant, in a pass/fail manner, and tracked for the impact on candidate pool demographics;</li> </ul>	<ul style="list-style-type: none"> <li>a. In each step of the testing process, written/video, PAT and oral boards the candidate is notified of their results either in person or in writing.</li> <li>b. Implicit Bias training was mandatory for SPD Sworn employees in 2019 and all training will be completed in 2020.</li> </ul>

<sup>27</sup> This barrier to equity was found to be statistically significant at a 95% confidence level in the City Economist’s statistical analysis of the SPD’s hiring process.

Strategy	Barrier(s) to Equity	Entry Police Hiring Action Steps	Update
to the applicant		<ul style="list-style-type: none"> <li>b. Add yearly racial equity and implicit bias training for polygraph and backgrounding administrators specific to the impacts of the backgrounding stage of the hiring process;</li> <li>c. Add preparation for applicants prior to the polygraph to demystify the process, including a discussion of how the process may affect the candidate;</li> <li>d. Complete a racial equity toolkit on the backgrounding and polygraph process and implement mitigation strategies; and</li> <li>e. Share with candidates the general basis for applicant disqualification during backgrounding and inform the candidate whether they should consider reapplying in the future.</li> </ul>	<ul style="list-style-type: none"> <li>c. The polygraph exam is covered in detail during the workshop and background investigators are part of the workshop cadre to cover the PHI and subsequent polygraph parameters.</li> <li>d. A thorough disparate review was done during this last year and POC hiring is at an all-time high.</li> <li>e. Candidates are notified of their results during each step of the process. A formal letter is sent if found “not competitive”. They are given the Background Sergeant’s name and phone number if they have any questions regarding the letter.</li> </ul>
3. Build a support system for each stage of the hiring process	Stages of the SPD hiring process impact some demographic groups more than others. For example, women of color, white women, <sup>27</sup> and Native American / Alaska Native candidates pass the first	<ul style="list-style-type: none"> <li>a. Develop an applicant communication, workshop, and mentorship strategy tied to targeted recruitment goals for each stage of the hiring process;</li> <li>b. Particularly, expand physical agility test workshops with direct support to candidates of historically underrepresented groups starting in the outreach and recruiting phase of hiring;</li> </ul>	a. SPD recruiters respond to all calls or emails as soon as possible and are the candidates’ main point of contact until the testing. In 2019, SPD recruiters participated in 17 speaking engagements, 49 Career Fairs, 32 community events and held 18 workshops with 456 attendees. The workshops are offered free of charge each year.

Strategy	Barrier(s) to Equity	Entry Police Hiring Action Steps	Update
	physical agility test (PAT) at a low rate.	<ul style="list-style-type: none"> <li>c. Add an automatic offer for mentoring and retesting to all candidates who do not pass the PAT but fell within a certain threshold beyond the passing score;</li> <li>d. Explore how the City-run PAT is predictive of candidate success and remove barriers to equity in it; and</li> <li>e. Initiate a partnership with the State’s Criminal Justice Training Academy to evaluate barriers to equity during the academy process.</li> </ul>	<ul style="list-style-type: none"> <li>b. Based on response and turnout, this option was not successful. As mention above in a. 18 workshops were held in 2019 with 456 attendees. Each year we have also offered women in law enforcement career fairs where we demo and offer suggestions for PAT preparation and success and provide PAT preparation materials at each workshop.</li> <li>c. This does not currently occur. SPD could potentially offer PAT prep courses if we can successfully advertise this option beyond the current marketing and advertising.</li> <li>d. The city run PAT is the same requirement as the State Academy PAT and is required under WAC rules for admittance to the academy.</li> <li>e. The internal partnership between Human Resources and Training at SPD has significantly improved the barrier to equity on strategy 3 because of the pre-hiring process hosted at the Academy. This process provides extra training for recruits who are already hired and are going to be taking the PAT. The benefits are being subject to</li> </ul>

Strategy	Barrier(s) to Equity	Entry Police Hiring Action Steps	Update
			a boot camp like environment that provides an all-out physical exercise before testing for the PAT with opportunity to engage in extra practice for each subject area of the PAT hosted by SPD sworn personnel.
4. Expand existing outreach and engagement programs	Application rates of women of color, white women, and API candidates are not representative of King County demographics. <sup>28</sup>	<ul style="list-style-type: none"> <li>a. Continue to evolve the SPD branding strategy that is structured and funded to meet targeted outreach and recruitment goals to address applicant demographic gaps;</li> <li>b. Continue to resource a strategy for SPD’s targeted recruitment efforts that ensures ongoing coordination with the SPD targeted recruitment team;</li> <li>c. Ensure online information about hiring and timelines is reviewed with a racial equity lens, simplified, and clarified; and</li> <li>d. Collaborate with SFD targeted recruitment group.</li> </ul>	<ul style="list-style-type: none"> <li>a. Each year we review the applicant data and evolve our recruiting strategy to address gaps. We also attend recruiting and retention conferences to ensure that we are also looking at nationwide recruiting issues and looking to new and innovative marketing and community engagement opportunities. SPD retained outside assistance in 2019 to understand what branding strategies would work best for SPD’s recruitment and retention. This new branding campaign will roll out early 2020.</li> <li>b. We continue to build our recruiting support team and have SPDALL messaging in the works from the Chief of Police regarding the important role</li> </ul>

<sup>28</sup> This barrier to equity was found to be statistically significant at a 95% confidence level in the City Economist’s statistical analysis of the SPD’s hiring process.

Strategy	Barrier(s) to Equity	Entry Police Hiring Action Steps	Update
			<p>that all or personnel make in attracting candidates.</p> <p>c. We are constantly adjusting our media and print ads to reflect our agency makeup and to include inclusive language on all our materials and website.</p> <p>d. We collaborate with SFD and SDHR to collaborate and share ideas across all hiring efforts in the City of Seattle. SFD does not have any dedicated recruiters.</p>
<p>5. Ensure exam is accessible &amp; equitable</p>	<p>Women of color, Black, and Native American /Alaskan Native applicants attend the written and video exam at low rates. <sup>28</sup></p>	<p>a. Increase testing pre-workshops and locations leading up to the exams; and</p> <p>b. Develop a strategy for the SPD recruitment group to address differences in exam attendance across applicant demographics.</p>	<p>a. We continue to offer 5 free workshops prior to each exam, and they are offered on the weekends and evenings to assist with candidates' schedules for attendance.</p> <p>b. SDHR is currently working with the Mayor's Office Innovation and Policy team to update our communication templates. Five (5) pre-test workshops are offered at Police HQ prior to each entry-level testing cycle (four entry-level exams in-state per year). In 2014 SPD Recruiting coordinated with CBO's (Community Based Organizations) to conduct workshops outside Police HQ and within different parts of the</p>

Strategy	Barrier(s) to Equity	Entry Police Hiring Action Steps	Update
			<p>community. Recruiting coordinated with Edith Elion and Tony Benjamin from the Atlantic Street Center, Emma Catague from the Filipino Community Center and Sergio Camacho from the El Centro de la Raza Community Center. We offered at least one workshop per month at each of the three locations with an average of 2-3 attendees per workshop. We average approximately 20 attendees per workshop at HQ. Civil Service also provides a link to the SPD website regarding the free pre-test workshops at HQ when they apply for the exam. Recruiting also has information regarding the workshop dates and times when at recruiting events or festivals. The dates and times are included with the Recruiting flyer which outlines test dates, pay, benefits, etc.....</p>
<p>6. Update PSCSC exam tools</p>	<p>Asian Pacific Islander, Black, and women of color candidates pass the video exam at low rates.<sup>28</sup></p>	<p>a. In the immediate term, confirm that the video test has been validated by the vendor and make the oral board pass fail;</p>	<p>a. Complete. SDHR has confirmed with the National Testing Network (NTN) that the police video exam is validated.  b. Complete. SDHR now utilizes the consultant's recommended scoring practice.</p>

Strategy	Barrier(s) to Equity	Entry Police Hiring Action Steps	Update
	Men of Color pass the oral board interviews at a low rate. <sup>28</sup>	<ul style="list-style-type: none"> <li>b. Utilize a testing administration practice from the video testing consultant that includes scoring;<sup>29</sup></li> <li>c. Apply a racial equity toolkit to the SPD exam and oral board process, continue to evaluate the impacts and benefits of exam components and adjust or eliminate as needed;</li> <li>d. Annually review exam and oral board tools based on data analysis of results; and</li> <li>e. Implement shifts in the oral board process from the below options that continue oral board process but remove barriers to equity by including 50% community member and 50% uniform review panels, independent scoring of candidate responses, and a transparent pass/fail scoring structure.</li> </ul>	<ul style="list-style-type: none"> <li>c. Incomplete. The exam used by the department as part of its police officer hiring process is generated by a consultant retained by the city. The consultant generates police tests nationally and uses data generated from that process to validate the results and control for disparate impact. The oral board questions used by the department are drawn from the CalPOST test question bank, which is also validated and controlled for disparate impact. A formal RET has not happened yet.</li> <li>d. The efforts outlined in response to Strategy 6c above are undertaken on a continuous basis to ensure the validity and equity of the test and oral board process.</li> <li>e. One out of three oral board panel members are currently non-sworn. Oral boards are currently independently scored by the panel members and scores are clearly noted as pass/fail. SPD has expressed</li> </ul>

<sup>29</sup> The video testing consultant for SPD is the same consultant SFD is hiring to remedy the barriers to equity found in the SFD testing process. SPD does not currently fully utilize the administration nor scoring that the consultant recommends.

Strategy	Barrier(s) to Equity	Entry Police Hiring Action Steps	Update
			interest in utilizing RSJ trained employees (similar to SFD).
7. Build ongoing data analysis capabilities	The SPD hiring data collection process is not resourced nor set up for continued process improvement to meet hiring equity objectives.	<ul style="list-style-type: none"> <li>a. Develop a process for SPD hiring data collection utilizing NeoGov software;</li> <li>b. Perform ongoing data collection and analysis with process reassessment occurring every 6 months; and</li> <li>c. Assess hiring data outcomes relative to hiring equity objectives and make changes when and where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>a. This work is underway in partnership with the Mayor’s Office of Policy and Innovation.</li> <li>b. Once the project with Mayor’s Office is complete, a regular frequency of analyzing the data and adjusting the hiring process will occur.</li> <li>c. This annual report serves this purpose.</li> </ul>
8. Equitably apply preference points	Military veteran’s preference points do not currently impact SPD hiring, however, if they did impact SPD hiring, Hispanic <sup>30</sup> and Black applicants are more likely and women <sup>30</sup> candidates are less likely to have veteran’s status.	<ul style="list-style-type: none"> <li>a. Preference points are not a recommended strategy to remove barriers to equity for SPD candidates, particularly as targeted recruitment will have a greater impact on candidate pool demographics and skills than preference points; and</li> <li>b. If additional preference points were pursued, it is recommended that the preference points be tied to the role and duties of patrol officer and assessed for potential disparate impact.</li> </ul>	<ul style="list-style-type: none"> <li>a. Complete. SDHR has worked with the PSCSC to implement Language Preference Points (PSCSC rule 9.20). In 2019, 4 candidates successfully utilized these points for proficiency in (Russian, French, German, and Spanish). These candidates would have moved forward in the process without these points applied.</li> <li>b. Any recommendations will be reviewed when received.</li> </ul>

<sup>30</sup> This barrier to equity was found to be statistically significant at a 95% confidence level in the City Economist’s statistical analysis of the SPD’s hiring process.

## Police Exam Changes Update

### Data Summary<sup>31</sup>

In 2019, SDHR supported SPD recruiting efforts by administering 3 additional lateral and 3 additional entry exam processes out-of-state. SDHR also worked with the Mayor’s Office on the development of recommendations to improve SPD recruiting and retention challenges. SDHR will work with SPD on updating exam processes and communications based on these recommendations in 2020.

	Apps Received			Participated in Test			Passed			Hired by SPD			King County Demographics**	Seattle Demographics**
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2017
American Indian	1%	1%	1%	1%	1%	0%	0%	1%	1%	1%	1%	0%	0.5%	0.5%
Asian	13%	13%	14%	17%	14%	18%	13%	11%	16%	11%	3%	13%	16.5%	14.4%
Black	18%	17%	18%	13%	12%	14%	11%	11%	13%	5%	5%	9%	6%	7%
Hispanic	14%	15%	15%	13%	14%	14%	11%	13%	12%	9%	10%	6%	9.5%	6.5%
Nat Hawaiian/Other Pac Islander										0%	1%	0%	0.8%	0.4%
Two or More Races*										10%	15%	9%	5.2%	5.8%
White	50%	50%	52%	52%	54%	54%	60%	58%	58%	65%	62%	59%	61.3%	65.3%
Prefer Not to Respond	4%	4%	0%	4%	5%	5%	4%	5%	5%	0%	3%	3%		
<b>TOTAL</b>	<b>3472</b>	<b>2856</b>	<b>3172</b>	<b>1036</b>	<b>837</b>	<b>908</b>	<b>667</b>	<b>681</b>	<b>713</b>	<b>102</b>	<b>68</b>	<b>108</b>		

	Apps Received			Participated in Test			Passed			Hired by SPD			King County Demographics	Seattle Demographics
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2017
Female	16%	18%	17%	15%	14%	12%	15%	14%	15%	20%	22%	18%	50%	49.8%
Male	82%	81%	82%	83%	85%	87%	84%	85%	87%	80%	78%	82%	50%	50.2%
Prefer not to Respond	1%	4%	0%	1%	1%	1%	1%	1%	1%	0%	0%	0%		
<b>TOTAL</b>	<b>3472</b>	<b>2856</b>	<b>3172</b>	<b>1036</b>	<b>837</b>	<b>908</b>	<b>667</b>	<b>681</b>	<b>713</b>	<b>102</b>	<b>68</b>	<b>108</b>		

The categories of “Two or More Races” and “Nat Hawaiian/Other Pac Islander” are not captured in NeoGov

\*\*Demographic data taken from 2017 ACS (census) numbers., so these columns distinguish between POC and white candidates.

\*\*\* City data is rounded to the nearest whole number

<sup>31</sup> City of Seattle workforce data is from December 31, 2018 in the NeoGov system.



## Employee Exit Survey

The City aims to have a vibrant and safe workplace where all employees can bring their full selves to work and grow in their roles. In 2015, Council Resolution 31588 called on the City of Seattle to implement an employee exit survey in order to understand why employees of color and women were leaving at leaving City employment at disproportionately high rates.<sup>32</sup> (The resolution also called for an employee engagement survey, an initiative that is reviewed elsewhere in this report.) After a pilot in 2018, the Citywide Employee Exit Survey launched for all departments in January 2019. The survey is sent to regular and temporary employees in all departments, as well as departing interns and those transferring between City departments. A Racial Equity Toolkit (RET) was completed on the survey project in Fall 2019, leading to various changes to the survey and the implementation process for 2020.

### Distribution

Due to the complexities of HRIS updates and the need to get surveys to departing employees as fast as possible, the exit survey currently relies on manual input from HR Business Partners to notify the survey system to send the survey. For this reason, 2019 was a year of constant learning and improvement as department HR staff integrated the survey into their exit procedures and protocols. And with the inclusion of temporaries, interns and transfers in the survey, new procedures were often needed to identify these departures in a timely manner. As a result, not all exiting employees received a survey in 2019. In total, 43% of employees leaving a department received a survey. This rate was lowest for men of color (34%), with white women receiving the survey most often (44%). A focus on sending the survey to employees ending temporary assignments and those in service and maintenance positions, where men of color are an outsized share of the workforce, will hopefully alleviate this disparity.

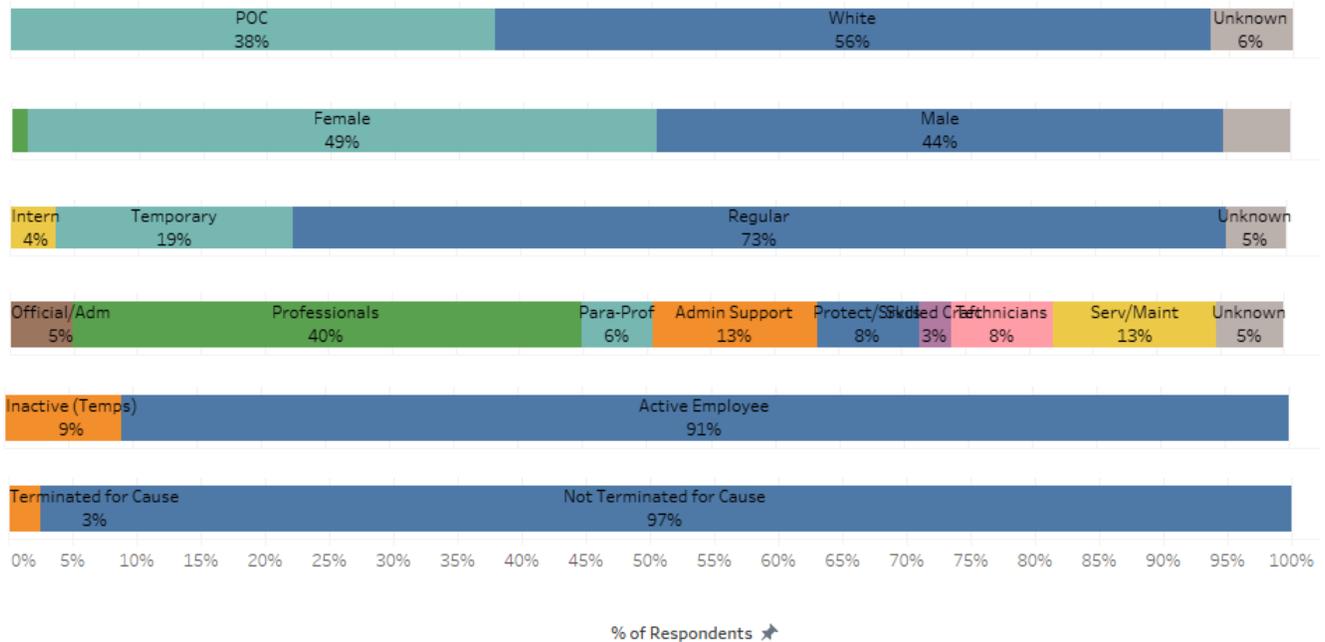
### Response Rates

In 2019, the overall response rate for the exit survey was 38% (590 responses out of 1,560 surveys sent). White women were most likely to respond (41%) and men of color least likely (34%). Regular employees responded at a rate of 48% while temporary employees only responded at a rate of 21%. Professional positions were most likely to respond (57%), while service and maintenance positions were least likely (18%). Below is a figure showing the composition of 2019 survey respondents across various demographic categories.

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<sup>32</sup> This finding came from DCI Consulting Group, Inc. (2015). City of Seattle Workforce Pay Equity and Utilization Report. Retrieved May 17, 2016, from: <http://murray.seattle.gov/wp-content/uploads/2015/03/City-of-Seattle-Workforce-Pay-Equity-and-Utilization-Report-FINAL.pdf>

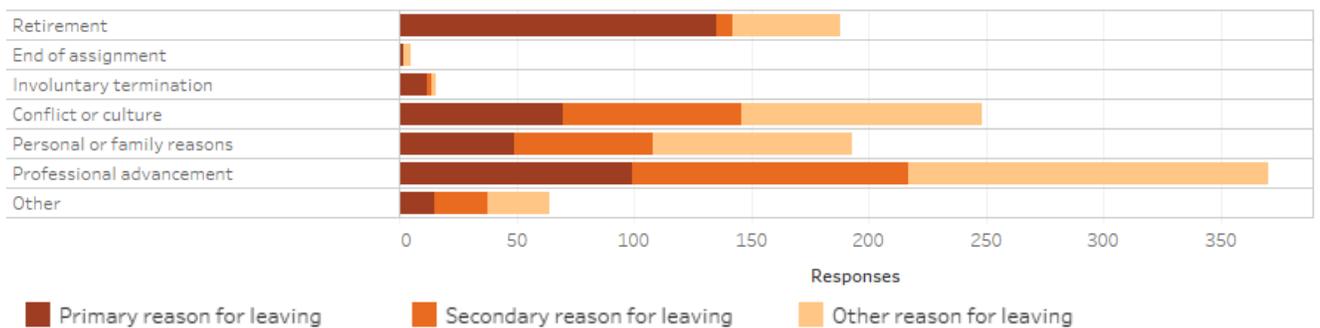
Figure 31: Citywide Exit Survey 2019, Respondent Composition (n=590)



## Reasons for Leaving

Among regular (non-temporary and non-intern) employees, reasons for leaving related to professional advancement were the most frequently cited (95% of respondents chose at least one such reason). Among primary reasons selected, retirement was the most common (34%).

Figure 32: Citywide Exit Survey 2019, Stated Reasons for Leaving by Theme, Regular Employees (n=391)



Respondent were asked to identify their primary and secondary reasons, and then were allowed to choose as many "other" reasons as desired.

## Experience Ratings

In addition to reasons for leaving, exiting employees were asked to rate their experience as an employee of their department across an array of topics. Across all respondents, the theme of

Supportive Management rated the highest (68% positive, meaning either somewhat or strongly). Recognition rated the lowest (50% positive). Themes shown below consisted of between two and six underlying questions.

**Figure 33: Citywide Exit Survey 2019, Experience Ratings by Theme, All Respondents (average n=540)**

Themes (Ranked by % Positive)		% Positive (green)
1	Supportive Management	68%
2	Resources and Environment	67%
3	Personal dignity and uniqueness	66%
4	Communication	65%
5	Engagement	64%
6	Training and Development	62%
7	Career Progression	59%
8	Recognition	50%

## Employees of Color and Women

As noted, a motivating force for the creation of this survey was the finding that employees of color and women were leaving City employment at disproportionately high rates. Subsequent analysis of turnover rates has found that this trend is particularly true for women, who leave regular employment at rates 30-60% higher than men. For employees of color as a whole, turnover rates are higher when temporary positions are included; among regular employees, turnover is slightly lower for employees of color as a whole, though higher among certain race groups, particularly Native American employees. Understanding the reasons for these turnover rates has been a key emphasis for this project.

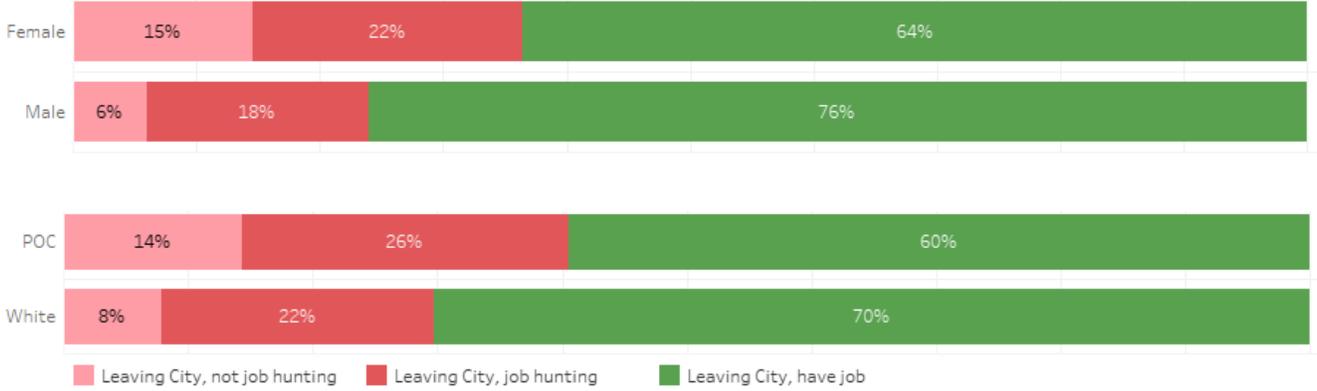
Among employees leaving regular positions, people of color and women were somewhat less likely to be retiring or leaving for personal or family reasons, and more likely to be leaving for reasons involving professional advancement or due to workplace conflict or culture.<sup>33</sup> Employees of color were more likely to report reasons for leaving of conflict or culture (42%) than were white employees (37%). This difference was wider for women (44%) versus men (35%), and was especially so for women of color (47%) versus white men (34%).<sup>34</sup>

<sup>33</sup> Employees of color leaving regular positions (29%) were less likely than white employees (41%) to cite personal or family reasons for leaving, and women (33%) were less likely than men (44%) to cite retirement. These differences are statistically significant (90% confidence level, average n=391), while other disparities cited here are not.

<sup>34</sup> Among these disparities in reporting conflict or culture, only the difference between women of color and white men was statistically significant (90% confidence level, average n=391).

Employees of color and women were also more likely to be leaving City employment without a new job lined up. For those leaving regular positions but not retiring or transferring departments, 64% of women reported having another job lined up, as opposed to 76% of men. For employees of color, this total was 60%, versus 70% for white employees.

**Figure 34: Citywide Exit Survey 2019, Next Steps of Respondents, Regular Employees Leaving City and Not Retiring (n=212)**



## Anti-Harassment and Anti-Discrimination

In early 2018, Mayor Durkan and Councilmember Mosqueda co-convened an Anti-Harassment Interdepartmental Team (IDT) to review the City of Seattle's harassment and discrimination policies and practices and create more accountability, transparency, consistency, and equity. The work resulted in a report with [35 recommendations and 125 strategies](#) focused on making our City a safe, welcoming, and inclusive workplace. From these recommendations Mayor Durkan issued [Executive Order 2018-04: Anti-Harassment and Anti-Discrimination](#), outlining six sections to be implemented.

The Executive Order identified the following elements:

### **Section 1. Establishing Citywide Workplace Expectations**

The Seattle Department of Human Resources (SDHR) director and the Office for Civil Rights (OCR) director will establish and implement Citywide workplace expectations for all employees in the executive branch. Executive branch department directors, managers, supervisors and all employees will be held accountable to the Citywide workplace expectations.

### **Section 2. Improving the City's Response to Misconduct Allegations**

The SDHR director shall work with the Mayor's Office to form an Investigation Unit that will conduct all workplace misconduct investigations in the executive branch at the Citywide and department level. In 2019, SDHR will establish a new Investigation Unit, which will transition all executive branch workplace misconduct investigations currently taking place inside departments to the SDHR Investigation Unit. If a complaint is filed regarding personnel within the Investigation Unit an employee can report to the SDHR director and the City will conduct an independent investigation. SDHR and the City Budget Office will work with departments to identify resources and staff to be transferred to SDHR's Investigation Unit.

### **Section 3. Creating an Office of the Employee Ombud**

There will be an Office of the Employee Ombud (OEO) within the executive department. The OEO will operate independently from both SDHR and individual executive branch departments' human resources staff. The mission of the OEO is to support employees experiencing a workplace that conflicts with the City of Seattle's workplace expectations meant to create an inclusive, safe, and welcoming workplace environment. The OEO will provide an independent, impartial, and informal place for City employees in the executive branch to bring concerns and to support them throughout the investigation process as it pertains to misconduct. It will provide recommendations to the Mayor's Office to address

issues that may extend beyond individual employees and have a broader, systemic impact on the City.

The OEO will serve as a resource for employees to voluntarily explore a variety of paths for addressing questions, concerns, and complaints within the City and improve the fairness and effectiveness of the City's workplace expectations and misconduct systems. If appropriate, the OEO will facilitate discussions to break down miscommunication that may have led to the conflict and rebuild workplace expectations. The OEO shall not investigate or make any determinations in any matter; nor shall the OEO have the power to impose or recommend any corrective or disciplinary action.

On an annual basis the OEO shall present a report on any trends or significant systemic issues related to City workplace conduct policy that should be considered by the Mayor and the City Council.

#### **Section 4. Training**

This Executive Order requires the SDHR director and the OCR director to develop anti-harassment and anti-discrimination training. The SDHR director will work with all executive branch departments to develop a training plan for employees that should include anti-harassment and anti-discrimination training and racial bias training.

By December 31, 2018, all executive branch departments will be required to submit an employee training plan to the SDHR director and the OCR director. The plan shall include 1) an assessment of which anti-harassment and anti-discrimination trainings and racial bias trainings (or their equivalent, to be determined by SDHR) employees have taken; and 2) a plan, including timeline, for how the department intends to ensure these trainings are taken. The SDHR director and OCR director will work with each department to implement the training plans. Beginning January 1, 2019, the SDHR director shall develop and evaluate the inclusion of anti-harassment and anti-discrimination training into new employee orientation and new supervisor training.

#### **Section 5. Ensuring Accountability**

The SDHR director, OEO, and the IDT shall submit an annual workplan to the Mayor, beginning March 31, 2019, with progress on implementation of the IDT recommendations. This workplan must include a proposed update to the City Personnel Rules incorporating anti-harassment and anti-discrimination measures, a launch of a website portal where all employees can access information from a central location, and a Citywide approach for performance management. This requirement will sunset after three years, or sooner if the Mayor's Office determines the conditions of the Executive Order have been met.

## **Section 6. Role of the Anti-Harassment IDT**

The IDT will continue to meet to provide oversight of the implementation of these initial steps and the ongoing efforts that will follow these initial actions. The Mayor therefore requests the IDT to work with SDHR to guide the City's efforts to drive cultural change, now and in the future.

## **Implementation Steps**

In early 2019, the Mayor's Office charged SDHR, in partnership with OCR, to bring a team together to focus on the Implementation of deliverables outlined in EO 2018-04. The Core team was made of up teams and key leadership charged with implementing each section in the order. The group compiled a quarterly update to identify regular progress being made in each area.

### **Summary of 2019 Quarterly Updates**

Here is a summary of the IDT's 2019 Quarterly Updates:

1. Citywide Workplace Values & Expectations
  - a. Developed and shared Citywide from the Mayor's Office in January 2019
2. Improving the City's Response to Misconduct Allegations
  - a. The Human Resources Investigation Unit (HRIU) was created.
  - b. Director and staff hired to set up the new office.
  - c. HRIU began to implement and roll out services.
3. Policy & Personnel Rules
  - a. A definition of misconduct drafted and shared with partners for review.
  - b. Employee and partner feedback sessions conducted to gain insight on recommend policy updates.
  - c. An initial draft policy was developed and awaits the next levels of feedback and review.
4. Office of the Employee Ombud
  - a. The Office of the Employee Ombud (OEO) was created.
  - b. Director and staff hired to set up the new office.
  - c. OEO began to implement and roll out services.
5. Training/ Learning Content
  - a. Employee feedback sessions conducted, and information received to update related courses.

- b. SDHR Learning and Development team reprioritized work to revamp and create new learning courses centering racial equity, social justice and workforce equity.
  - c. Citywide partnerships have expanded and larger conversation on citywide learning practices commenced.
  - d. A pilot Anti-Harassment and Anti-Discrimination Supervisor in-class training took place with Seattle Municipal Courts.
6. Ensuring Accountability
- a. SDHR Workplan
    - i. Due to Mayor by March 31, 2019 was completed and shared with the Mayor's Office.
    - ii. SDHR continues providing regular updates with the Mayor's Office via the SDHR Director.
  - b. Web Portal
    - i. Will continue work in 2020 with the hiring of SDHR Communication Staff.
7. E3 Performance Management
- a. A greater review of the program is being conducted.
8. Anti-Harassment & Anti-Discrimination Interdepartmental Team
- a. Were asked to continue work as an advisory group on related efforts.
  - b. Group has met monthly to review updates and give feedback on related deliverables.

2019 IDT Membership

Name	Department/Unit
<b>Adrienne Thompson*</b>	Mayor's Office,
<b>Andrea Ramirez *</b>	SDHR, Workforce Equity (WFE), Learning & Development
<b>Bobby Humes</b>	SDHR, Director
<b>Carrie McCann</b>	SDHR, Budget
<b>Debbie White</b>	SDHR, Workforce Equity
<b>Deb Jaquith</b>	SDHR, Communications
<b>Felecia Caldwell *</b>	Seattle Department of Human Resources, Workforce Equity (WFE)
<b>Jennifer Alsawadi</b>	City Budget Office
<b>Julie Dingley</b>	City Budget Office
<b>Kimberly Loving</b>	SDHR, Operations
<b>Laurie Brown</b>	SDHR, Labor Relations
<b>Leah Sublett</b>	SDHR, HR Service Delivery
<b>Loren Othon*</b>	Office for Civil Rights
<b>Manal Al-ansi</b>	Seattle Department of Human Resources, OOC Workforce Equity (WFE)
<b>Mariko Lockhart*</b>	Office for Civil Rights, Director ,
<b>Melinda Merrell</b>	SDHR, Finance
<b>Sarah Butler*</b>	SDHR, Policy
<b>Steve Zwerin</b>	SDHR, Investigations
<b>Amarah Khan</b>	Office of the Employee Ombud
<b>Terri Martin</b>	SDHR, Admin. Support
<b>Therese Ortega</b>	SDHR, HR Service Delivery
<b>Eva Belasko</b>	SDHR, E3 Performance Management

\* indicates original AHAD IDT membership.