SF Department of the Environment
Racial Equity Action Plan

PHASE I: Internal Policies and Programs
“It is no longer enough to just share our frustrations, our outrage, our sadness, our hopelessness, our understanding. It is time to stop this vicious cycle. Rather than expecting others to provide solutions, it is time to be accountable for ourselves, to actively listen, to look deep within, to lean in, to feel uncomfortable, to recognize, to be aware, to learn, and then to do the work to create lasting change.”

Soko Made, Racial Equity Leader

A Racial Equity Action Plan (RE Action Plan) shall include Racial Equity indicators to measure current conditions and impact, outcomes resulting from changes made within programs or policy, and performance measures to evaluate efficacy, that demonstrate how a City department will address Racial Disparities within the department as well as in external programs.

— Office of Racial Equity Legislative Mandate, Ordinance No. 188-19

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DEPARTMENT BACKGROUND

Number of Employees: 90
Fiscal Year 20/21 Budget: $41,287,133

Created by voter mandate in 1995, the San Francisco Department of the Environment (SF E) has been tasked with ensuring that the City meets its environmental sustainability goals. Through SF E, the City has been aggressive in its efforts to reduce toxics, promote renewable energy, prevent waste, and reduce greenhouse gas (GHG) emissions, while ensuring that all residents benefit. SF E’s programs include: Administration, Climate which includes Climate Action, Green Building, Environmental Justice, Energy, Outreach, Policy, Toxics Reduction and Healthy Ecosystems, and Zero Waste. SF E is guided by a seven-member Commission, which sets policy for the Department and advises the Mayor and Board of Supervisors on environmental issues. SF E’s programs have robust partnerships with affordable housing providers, community-based organizations, schools, small businesses, neighborhood merchants’ associations, fellow City Departments, and other stakeholders, with the goal of ensuring that environmental programs and policies are tailored to meet the needs of San Francisco’s diverse communities.

Reflections on the intersection between environmentalism and racial equity

Despite progress in addressing explicit discrimination, racial inequities continue to be deep, pervasive, and persistent in San Francisco. Across every social indicator, when data is disaggregated by race, the legacy of more than two hundred years of racially discriminatory government policies is evident, as measured by unemployment, health, household income, housing and displacement, criminal justice, police violence, homelessness, and education, as well as in the City and County of San Francisco (CCSF) workforce.

1 https://sfcontroller.org/sites/default/files/Documents/Budget/AAO%20FY2020-21%20%26%20FY2021-22%20FINAL.pdf
2 Ordinance No. 188-19: Create an Office of Racial Equity
SFE is guided by its decades-long commitment to environmental justice. Black, Indigenous, and People of Color (BIPOC) communities are disproportionately exposed to environmental stressors that include air and soil pollution, illegal dumping of toxics and other materials, industrial land uses and transportation impacts. They are more likely to live in housing conditions with limited access to green space and where poor indoor air quality from pests, mold, and the use of toxic products contributes to the prevalence of asthma and other health disparities. They are more likely to be employed in areas with high levels of exposure to toxics.

Climate change exacerbates existing racial disparities. BIPOC communities are least responsible for, yet most vulnerable to the impacts of climate change, and with the fewest resources to respond. Strategies to reduce greenhouse gas (GHG) emissions and other environmental policies have the potential to further exacerbate disparities if not intentionally designed for equity. Environmental policies and programs often consider inclusive benefits and equitable access but have not traditionally focused on addressing root causes of racial disparities.

Although there has been much success in the environmental justice movement, there is still a long way to go in broadening missions, reach, and inclusivity of the overall environmental movement. Additionally, the environmental movement is still predominantly white, though BIPOC are and have always been environmentalists. Recent reports indicate that the environmental field struggles to recruit, hire, and retain employees of color and that there is a lack of diversity in the environmental movement.\(^3\)\(^4\) There is a national call on mainstream environmental organizations, foundations, and government agencies to redouble their efforts to increase racial, ethnic, and gender diversity within their ranks to reflect the larger population. SFE has an opportunity to integrate this call into its Racial Equity Initiative. This Initiative will help shape an environmental movement that truly reflects the beautiful diversity of the City and ensures that all San Franciscans can participate and thrive in this work.

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History of SF Environment’s Racial Equity Initiative

The San Francisco’s Department of Environment’s Environmental Justice (EJ) Program has spent nearly two decades working alongside low-income communities of color to mitigate environmental burdens, increase the accessibility of environmental programs and benefits, engage the community, and improve the health outcomes of these communities. While the EJ program has seeded the beginnings of SFE’s Racial Equity Initiative, it needed to expand to effect change across the entire Department.

Recognizing the lack of diversity in the environmental movement and SFE’s opportunity and responsibility to help address it, in 2016, a group of SFE staff created a volunteer-led ad hoc equity, diversity and inclusion working group. The group created engagement opportunities for staff to investigate topics related to unconscious bias, diversity, inclusion, and equity. At that point, the majority of SFE staff had also received implicit bias training provided by the SF Department of Human Resources (DHR).

In 2017, after discussing the need for a more formal effort that spanned across programs with SFE leadership, the volunteer group evolved into a staff-led effort that began planning SFE’s Racial Equity Initiative. That same year, SFE joined the Government Alliance on Race and Equity (GARE), a national network of government agencies working to achieve racial equity and advance opportunities for all. San Francisco’s GARE cohort was led by the San Francisco Human Rights Commission.

In March 2018, the Commission on the Environment adopted Resolution No. 005-18-COE⁵ codifying SFE’s commitment to racial equity and formally announcing SF Environment’s Racial Equity Initiative. The initiative adopted GARE’s three-pronged approach to integrating racial equity into the department: normalizing conversations about race, organizing key staff, and finding ways to operationalize the work. Racial equity has been integrated into the Department’s organizational structure through a Racial Equity Steering Committee United (RESCU), comprised of liaisons from each SFE program area (including two senior leadership staff), a smaller Racial Equity Core Team (RE Core Team), and two Racial Equity Leaders (RE Leaders).

The City and County of San Francisco has recognized that there must be a more cohesive and coordinated approach to addressing these inequities and, in July 2019, the Board of Supervisors unanimously passed an

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ordinance amending the Administrative Code to create an Office of Racial Equity\(^6\). Under ORE’s leadership, SFE’s Racial Equity Initiative has continued to evolve. SFE has benefitted from ORE’s guidance on the creation of the Racial Equity Action Plan and racial equity assessment tools, as well as from convening with other City Agencies to collaborate in addressing common challenges and leveraging resources and experiences to achieve common goals.

**PLAN DEVELOPMENT PROCESS**

In 2019, the RE Core Team conducted a staff survey and workforce assessment, which are described in more detail in the following sections. Through engagement with all SFE’s staff, including a voluntary workshop attended by about 50 staff, RESCU developed actions to address the findings of the survey and assessment. The proposed 16 actions spanned three opportunity areas: hiring practices, work environment and staff understanding of racial equity, and staff growth and advancement. Staff assessed priority, impact, and difficulty of each action, which are listed in Appendix A. This initial version of Phase I actions was presented by the RE Leaders to the Commission on the Environment in January 2020.

Following ORE guidance in June 2020, RESCU members organized into teams to align SFE’s initial actions within ORE’s framework and seven sections for Phase I, identifying similarities and gaps. While SFE’s Phase I actions largely align with ORE’s Phase I template, there were some gaps, primarily due to differences in how ORE and SFE categorized Phase I and Phase II actions and the onset of the COVID-19 pandemic. The seven sections are:

1. Hiring and Recruitment
2. Retention and Promotion
3. Discipline and Separation
4. Diverse and Equitable Leadership and Management
5. Mobility and Professional Development
6. Organizational Culture of Inclusion and Belonging
7. Boards and Commissions

In October 2020, RE Leaders presented to the Commission on the Environment Operations Committee\(^7\) to update Commissioners about the development of the Racial Equity Action Plan and discuss the following topics:

- What types of racial equity training would be helpful for members of the Commission?
- How can we incorporate racial equity in Commission meetings?
- How can the Commission engage with the community to create a pipeline to increase racial diversity in commissions/boards and for SFE leadership positions?
- How can the department expand its recruitment efforts to increase racial diversity in SFE leadership positions?

Discussion about training included the importance of adequate time and resources, the need to include local context and SFE’s unique mission, and opportunities to convene commissioners on specific topics. Commissioners expressed the importance of disclosing workforce diversity including analysis of recruitment and hiring processes. SFE is experiencing a drop off in diversity for candidates who meet minimum

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\(^6\) https://sfbos.org/sites/default/files/bag072319_minutes.pdf

\(^7\) https://sfenvironment.org/sites/default/files/events/102120_operations_committee_meeting_minutes_draft.pdf
qualifications, and commissioners expressed the importance of citywide collaboration on workforce issues. Commissioners discussed potential ways to expand diversity and inclusion in SFE’s work environment, including leadership accountability and regular surveying of staff.

Throughout the fall, SFE’s DHR Consultant participated in several of the citywide coordination workgroups convened by ORE and DHR to discuss systemic solutions for specific citywide issues described in ORE’s Racial Equity Action Plan template and raised by racial equity leaders and other City employees. Workgroups focused on: Effective Outreach, Recruitment, and Hiring; Minimum Qualifications and Test; De-identification Policy; Temporary Exempt Appointments; Discipline Procedures; and Mediation. SFE will continue to update its Racial Equity Action Plan implementation steps to align with any recommendations and best practices that are identified by these workgroups.

In November 2020, RESCU members engaged with SFE All Staff through presentations and discussions at program meetings. Staff then identified three priority actions out of the 19 higher-level actions of the Phase I template through an online feedback form where self-identification was optional. Seventy-one staff responded.

There were five high priority actions identified by staff:

<table>
<thead>
<tr>
<th>Section</th>
<th>Action</th>
<th># of Staff Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiring and Recruitment</td>
<td>1.2 Strengthen recruitment and hiring strategies to attract and cultivate diverse candidates at all levels of the department</td>
<td>27</td>
</tr>
<tr>
<td>Diverse and Equitable Leadership</td>
<td>4.1 Commit to developing a diverse and equitable leadership that will foster a culture of inclusion and belonging</td>
<td>22</td>
</tr>
<tr>
<td>Retention and Promotion</td>
<td>2.2 Ensure salaries and benefits meet or exceed industry standards while actively pursuing income equity, centering the experiences of women and people of color</td>
<td>20</td>
</tr>
<tr>
<td>Retention and Promotion</td>
<td>2.3 Create paths to promotion that are transparent and work to advance equity</td>
<td>20</td>
</tr>
<tr>
<td>Organizational Culture of Inclusion and Belonging</td>
<td>6.1 Foster an intentional organizational culture that is committed to inclusion and belonging</td>
<td>18</td>
</tr>
</tbody>
</table>

Recognizing that these actions were identified by staff as high priorities, SFE will prioritize implementation for these over the first two years of Racial Equity Action Plan.

In late November 2020, the Office of Racial Equity (ORE) reviewed the draft plan and provided the SFE’s RE Core Team with feedback. ORE expressed appreciation for the thoughtful narrative and insights from the staff survey. ORE also identified SFE as a city-wide department leader in racial equity and suggested that the plan “lifts up” the work that has been done by SFE. ORE suggested adding a section to Part I of the plan to highlight the key actions that SFE has completed.

The Office of Racial Equity indicated that other areas of the plan were muted, as the language seemed more generic rather than reflecting SFE’s voice and tone. ORE encouraged SFE to commit to a more visionary plan and outline specific changes in the report due to ORE at the end of 2020. In Part 2 of the plan, ORE suggested revising the goals to make them more specific by including more department- specific actions, revising the timelines, and giving more details of the resources. These changes would help make the plan more transparent and effective plan and support accountability. Lastly, ORE reminded the department that it will need to prepare for an annual racial equity assessment of the department’s budget, which is an
opportunity to consider the cost of inaction of racial equity. Just as failure to cut climate pollution significantly threatens our communities and puts critical infrastructure, health, the economy, and the environment at risk, so does racial injustice.

On December 8, 2020, SFE’s RE Leaders presented the draft plan to the Commission on the Environment,\(^8\) shared ORE’s feedback, and discussed the next steps in finalizing the plan.

Commissioners expressed their enthusiasm and support for SFE’s racial equity efforts and inquired about their role in these efforts. Commission members were also interested in the hiring and recruitment strategies and emphasized the importance of creating career pathways and diversifying the environmental field. The Commissioners acknowledged that many of the actions will take time to implement and inquired which ones might be ripe for early adoption. Lastly, the Commission recommended the implementation of metrics to support accountability and encouraged SFE to monitor progress over time.

Subsequent to the Commission meeting, the RE Leaders led brainstorming sessions with RESCU to re-envision department-specific goals and actions so that they better reflect the needs of SFE. RE Core Team members have integrated the new department-specific goals, actions, and feedback provided by staff, the Commissioners, and ORE into the final plan.

**EQUITY IN ACTION**

The San Francisco Department of Environment has a long history of environmental justice work and is continuing to learn and grow. Below are three examples of important recent initiatives to advance racial equity within the Department and beyond.

**PROGRAMMATIC**

**Reusable Bag Distribution**

In July 2020, the City increased the charge on checkout bags from $0.10 to $0.25. The objective of the checkout bag increase is to reduce litter and waste, reduce contamination in recycling and composting bins, and reduce water pollution. The production, use, and disposal of plastics disproportionately impacts low-income and BIPOC communities. To avoid burdens on our low-income residents and underserved populations, SFE worked with affordable housing sites, food pantries, and local Community-Based Organizations (CBOs) to distribute thousands of reusable canvas bags to residents to use when shopping. To ensure that residents were well equipped with COVID-19 resources, SFE partnered with the COVID Command Center (CCC) to stuff the bags with the City’s multilingual COVID-19 collateral and resources, Personal Protective Equipment (including reusable face masks from SFMTA), and, where possible, voter registration information. Over the Labor Day Weekend, SFE distributed a thousand reusable bags to Latinx residents at the Latino Taskforce/Carnival Health Fair. In February 2021, SFE plans to distribute more reusable bags to residents at local farmer's markets, focusing on those with the highest number of SNAP participants.

**CITYWIDE**

**Development and Application of Racial Equity Tools**

In September 2020, the SFE launched its Racial and Social Equity Assessment Tool (R-SEAT). The launch of this tool was accompanied by a citywide training that was attended by 50 city employees. The R-SEAT, developed by SFE staff with assistance from the Office of Racial Equity and the Department of Public Health, proactively seeks ways to advance racial justice in climate actions. The tool is used to identify opportunities to provide benefits to all San Franciscans, mitigate negative unintended consequences for BIPOC, low-income populations, and other vulnerable populations, and, where possible, address the root causes and fundamental drivers of inequity. Five themes and supporting impact areas are addressed under

\(^8\) [https://sfenvironment.org/sites/default/files/events/120820_commission_special_meeting_minutes_draft.pdf](https://sfenvironment.org/sites/default/files/events/120820_commission_special_meeting_minutes_draft.pdf)
R-SEAT: 1) income and wealth equality (including Just Transition for workers), 2) housing security and community stability, 3) inclusion and empowerment, 4) health, and 5) hazard and climate resilience. To date, the R-SEAT has been used to evaluate racial and social equity impacts in over 14 emissions reduction strategies to be included in the City’s 2021 Climate Action Plan (CAP). The plan is for the updated CAP to go beyond traditional emissions reduction strategies and intentionally design strategies that advance racial and social equity.

DEPARTMENT WIDE

Department Racial Equity Trainings
The San Francisco Department of Environment Racial Equity Core Team has been proactively designing, delivering, and organizing trainings to develop the capacity of SFE staff to better understand racism in our institutions and structural forms. Over the last several years, customized racial equity trainings have been provided to SFE programs and their staff. Topics covered include implicit bias, institutional and structural racism, examples of institutional racism in the environmental field, and the use of racial equity tools to apply a racial equity lens to programs and policies. In addition to in-house trainings, the Racial Equity team has consulted on the types of trainings needed for senior staff. In July 2020, senior staff participated in a half-day seminar with Dr. Robin DiAngelo, in which she offered findings from her systemic analysis of white supremacy, and her work around whiteness and white fragility. Dr. DiAngelo discussed topics including white socialization, systemic racism, and the specific ways in which racism manifests for white progressives. The workshop offered SFE leadership staff time for personal reflection and the ability to identify personal complicity with the system of white supremacy. With shared language and a clearer understanding of how institutions and systems are producing unjust and inequitable outcomes, SFE staff and leadership are better equipped to include racial equity and promote change within their work and in the department.

CURRENT WORKFORCE DEMOGRAPHIC DATA

As of August 31, 2020, SFE's workforce size was 90 employees, comprised of the following racial demographics – 46 White employees, 21 Asian employees, 11 Hispanic employees, seven Black employees, and five Filipino employees. On March 10, 2020, the San Francisco Department of Human Resources published the first annual Workforce Report produced pursuant to Ordinance no. 188-19 (2020 Annual Workforce Report), which included the demographic composition of all City and County of San Francisco (CCSF) Employees, and the Bay Area Available Workforce demographics for the 10 Bay Area Counties.

<table>
<thead>
<tr>
<th></th>
<th>SFE</th>
<th>CCSF</th>
<th>Bay Area</th>
</tr>
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<tbody>
<tr>
<td>White</td>
<td>51%</td>
<td>29%</td>
<td>43%</td>
</tr>
<tr>
<td>Asian</td>
<td>23%</td>
<td>28%</td>
<td>21%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12%</td>
<td>15%</td>
<td>19%</td>
</tr>
<tr>
<td>Black</td>
<td>8%</td>
<td>15%</td>
<td>4%</td>
</tr>
<tr>
<td>Filipino</td>
<td>6%</td>
<td>11%</td>
<td>inc. w/Asian</td>
</tr>
<tr>
<td>Am. Ind.</td>
<td>Omitted</td>
<td>0.50%</td>
<td>0.40%</td>
</tr>
<tr>
<td>Multi</td>
<td>Omitted</td>
<td>1%</td>
<td>4%</td>
</tr>
</tbody>
</table>
To not identify individual employees in subsections of the full workforce, demographic data regarding the composition of specific job classes will be discussed in aggregate rather than by referencing specific races or ethnicities.

The workforce at SFE is comprised of 38 employees in Permanent Civil Service (PCS) positions and 52 employees in exempt positions (including exempt classifications such as Proposition F retiree positions, and position-specific exempt classifications such as Director, Commission Secretary, etc.). The 38 PCS employees are comprised of 20 White employees, nine Asian employees, four Hispanic employees, three Black employees and two Filipino employees. The 52 exempt employees are comprised of 26 White employees, 12 Asian employees, seven Hispanic employees, four Black employees, and three Filipino employees. SFE has 28 employees in positions exempt from Civil Service under Category 18 (limited duration, project-based positions), not including limited term trainee positions (job classes 9920 and 9922). Among the 28 Category 18 exempt employees there are 14 White employees, five Black employees, five Hispanic employees, three Asian employees, and three Filipino employees.

The majority of SFE employees work in one of six job classes. Classes 9920 and 9922 are limited-term trainee positions. Due to the specific knowledge, skills and experience required for SFE positions, SFE utilizes a specific environmental job series for many of its positions - job classes 5638 Environmental Assistant, 5640 Environmental Specialist, 5642 Senior Environmental Specialist, and 5644 Principal Environmental Specialist. These six classes comprise 75 of the 90 SFE positions. The demographics for specific classes and groups of classes is as follows:

- 9920 and 9922 – 5 White, 11 BIPOC
- 5638 – 9 White, 8 BIPOC
- 5640 – 8 White, 10 BIPOC
- 5642 – 12 White, 5 BIPOC
- Combined 5638-5644 – 32 White, 25 BIPOC
- Senior Staff and Leadership (5644, 0922, 0952, 0962, 1824) – 7 White, 2 BIPOC

![Figure 1: SFE BIPOC and White Staff 2020]
RESULTS FROM DEPARTMENT ASSESSMENT AND EMPLOYEE SURVEY

2020 Annual Workforce Report - SFE Findings

The 2020 Annual Workforce Report identified an underrepresentation of Black or African American employees at SFE in the paraprofessional\(^9\) occupational category; the utilization ratio is less than 40 percent of the availability of the workers in the 10 Bay Area counties.\(^10\) The next version of this workforce report will provide a more granular review of the intersection of department-specific employment decisions and race as well as gender, namely for hiring, promotions, professional development, terminations, and compensation decisions for all City employees.\(^11\) The City and County of San Francisco is committed to equal employment opportunity.\(^12\)

TABLE 2: SFE APPLICANT POOL 1/1/19 - 12/31/1913

<table>
<thead>
<tr>
<th></th>
<th>PCS</th>
<th>Exempt</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Indian or Alaskan Native (not Hispanic)</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>African or Pacific Islander (not Hispanic)</td>
<td>22%</td>
<td>109</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>1%</td>
<td>4</td>
<td>18%</td>
</tr>
</tbody>
</table>

2019 SFE Workforce Assessment

In 2019, SFE’s RE Core Team reviewed workforce data and literature and best practices in achieving workforce equity from leaders such as the Government Alliance on Race and Equity (GARE), Urban Sustainability Directors Network (USDN), and Green 2.0. The team also participated in meetings with City colleagues to discuss common challenges and potential actions that could apply across City agencies.

TAKEAWAYS FROM 2019 WORKFORCE ASSESSMENT

Workforce diversity: There was much less diversity in the Management\(^14\) and 5642 Senior Environmentalist Specialist classifications. Given that white employees fill most of the senior managerial positions, there are associated disparities in the earning potential of white employees versus BIPOC employees.


\(^12\) It is the City’s policy to ensure:
- equal opportunity to all employees and applicants;
- that employees be selected and promoted based on merit and without discrimination;
- reasonable accommodations for qualified employees and applicants that require them.

The City prohibits discrimination and harassment on the basis of sex, race, age, religion, color, national origin, ancestry, physical disability, mental disability, medical condition (associated with cancer, a history of cancer, or genetic characteristics), HIV/AIDS status, genetic information, marital status, sexual orientation, gender, gender identity, gender expression, military and veteran status, or other protected category under the law. [https://sfdhr.org/equal-employment-opportunity](https://sfdhr.org/equal-employment-opportunity)


\(^14\) Classifications 0922, 0952, 0962, 5644
Hiring: Except for the 5640 classification, the racial diversity of job applicants decreased as job seniority increased. Some of SFE’s job announcements list numerous desirable qualifications, which research suggests can lead to racial inequities by dissuading diverse candidates from applying to positions.¹⁵

Retention: Data tracking race/ethnicity, reason for separation, length of employment, professional growth, advancement, and other factors were not readily available at SFE. Progress on this analysis since 2019 is described in Part II of the Plan. Research at the national scale found that BIPOC have lower intent to stay at environmental organizations than their white colleagues, and that BIPOC employees perceive lower levels of fairness in development, evaluation, and promotion practices.¹⁶

2019 Staff Survey
SF Environment staff were surveyed in August 2019 to gain insight on how employees rate their understanding of institutional and structural racism, perceive the Racial Equity Initiative’s impact on racial equity both within SFE and in the community, and identify staff needs (resources or otherwise) and opportunities for a more equitable and inclusive workplace. Over 90 percent of staff participated (80 out of 88), comprising 41 staff of color, 33 white staff, and six who preferred not to answer. The racial/ethnic composition of SFE in October 2019 was 41 white staff (not Hispanic or Latino/a/x) and 49 staff of color. Staff did select specific racial/ethnic background,¹⁷ but it was not included in analysis to ensure anonymity of respondents. More information about the survey is in Appendix B.

¹⁷ Options included in the survey were: American Indian, Alaska Native or First Nations; Asian; Black, African American, or Black African; Filipina/o/x; Latina/o/x or Hispanic; Middle Eastern; Multiracial; Pacific Islander; White or European American; I’d prefer not to answer; Race or ethnicity not listed. I identify as ____________________
SFE SURVEY TAKEAWAYS

**Differences in values versus action:** While 99 percent of staff surveyed indicated the importance of prioritizing racial equity, only around one-third indicated that SF Environment policies and procedures (both internal and external) consider and address institutional racism.

**Difference in perceptions:** Experiences and perceptions varied by positional differences, with supervisory staff assessing their comprehension, proficiency, and efficacy with respect to racial equity more favorably. However, 20 percent of staff disagreed that they felt comfortable talking about race with supervisors and managers, and comfort was lower for staff of color, female-identifying staff, non-supervisors, and staff with a disability. BIPOC staff marked needing management/leadership support to increase their involvement at higher rates than white staff.

**Workforce inequities and work environment:** In several instances, staff with more dominant societal status (white, male, able-bodied) assessed SFE, or themselves, more favorably regarding racial equity. Comments submitted by staff identified white fragility, tokenization, patriarchy, elitism, and favoritism as some of the power imbalances present in the work environment. Many staff commented on the lack of diversity in management, with some comments specifically related to hiring, advancement, and compensation inequities.

**Training and resources:** Staff who had completed the racial equity training responded that they were actively addressing racial disparities at a higher rate than those who had not completed the training. However, most staff indicated that they did not have the tools they needed, whether they had completed the training or not, and one-third of staff who had completed the training indicated that they still had a need for more information and/or training.
Part II: Actions

For each of the seven sections of ORE’s Phase I Template, SFE has developed (in addition to the ORE specific actions) department specific goals and actions, identified resources (staffing, financial, etc.) needed, and outlined detailed implementation steps and timelines to ensure accountability. Introductory text at the beginning of each section in italics is language provided by ORE.

**ACTIONS KEY**

**ACTIONS**: Specific acts to accomplish to achieve departmental goals. Actions highlighted indicate SFE not sole decision maker.

**RESOURCES**: What is needed to perform actions; financial, human, and/or material. Staff time is delineated as follows:
- Range 1: less than 40 hours
- Range 2: 40-99 hours
- Range 3: 100+ hours

**INDICATORS**: Quantifiable measure of an action’s success; how much, how well, is anyone better off?

**TIMELINE**: Dates denoting the start and end of the action

**IMPLEMENTATION**: Detailed plan on how the action will be accomplished; month, quarter, and/or year

**STATUS**: The action’s current status, updated regularly: Ongoing, In Progress, Completed, Not Started

**LEAD**: Staff, committee, or body responsible for the action and/or accountable for its completion

**PRIORITY LEVEL**: Strategies prioritized by staff are highlighted as follows:

<table>
<thead>
<tr>
<th>Priority Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>High Priority</td>
<td>Staff, committee, or body responsible for the action and accountable for its completion</td>
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<tr>
<td>Medium Priority</td>
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<td>Low Priority</td>
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<td>Department-Specific Actions</td>
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</table>
1. HIRING AND RECRUITMENT

Identify, Attract, Invest In, and Retain a Diverse City Workforce. Racial homogeneity within hiring and recruiting networks reproduce historical inequities in access to family-sustaining, living wage jobs. Therefore, cultivating an inclusive workforce requires intentional efforts in and with diverse, underrepresented, and underserved communities. Rather than passively waiting for diverse candidates and people with more varied backgrounds to apply, Departments can and should actively seek these individuals out. This includes assessing the most basic barriers to access that influence the City’s applicant pool, and developing a clear, intentional outreach strategy. Further, partnering creatively within new outlets, community-based organizations, BIPOC professional networks, re-entry programs, SFUSD and community college systems will cultivate a rich pool of diverse candidates.

Sustainability-focused organizations have historically been disproportionately and recruiting through these networks may advantage white applicants. Additionally, the qualifications used to hire for a position can either hamper an applicant of color’s ability to gain employment or can attract applicants of color to a position. Research suggests numerous qualifications can lead to racial inequities by creating barriers to attracting a diverse candidate pool.18 Due to racial inequities in the education system, degree requirements could also exacerbate inequities. Sometimes educational requirements are not relevant to the job function.

Preliminary analysis completed by the RE Core Team in 2019 has identified several potential areas where further analysis is needed for improving hiring and recruitment to increase diversity at SFE. SFE's initial analysis indicates that the diversity of the applicant pool decreases in senior level positions. Additionally, there is a drop-off of BIPOC candidates in the remaining applicant pool after applicants not meeting the minimum qualifications are screened out of the applicant pool. Additionally, SFE’s open positions are posted for varying periods of time and hiring managers are often responsible for broadly distributing the announcement beyond standard practice. Some of SFE’s job announcements list numerous desirable qualifications, which may deter applicants. The Departmental Personnel Officer (DPO) in collaboration with the RE Core Team need to complete a detailed workforce assessment to address the following issues:

- Diversity among specific classifications, specifically in the 5642 job classification
- Diversity among Senior Leadership and Management positions
- Diversity of the applicant pool, especially at the 5642 level and above
- A review of job classifications and minimum qualifications (e.g., degree requirement, driver’s license) with an equity perspective
- A review of the PCS hiring process with an equity perspective
- Use of desirable qualifications in job announcements
- Posting and distribution of job announcements
- The impact of utilizing positions exempt from Civil Service Rules on all areas (hiring, recruitment, separations, and discipline)
- Standardization of the exempt recruitment and hiring processes

DEPARTMENT GOAL

Remove barriers to support high levels of racial and social diversity across all classifications and promote inclusion of BIPOC communities in the environmental field.

### 1.1. Develop a hiring and recruitment policy and procedure that aligns with the Citywide Racial Equity Framework and the department’s RE Action Plan.

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| 1.1.1. Assess current conditions and barriers that impede 1) potential applicants’ ability to competitively apply to available positions, and 2) disallows current, competitive employees to apply. | DPO Time: Range 2 | Barriers assessment is completed | Start January 2021 - Complete December 2024 | A. Q1 2021 – Q4 2021 - Conduct workforce (barriers) assessment.  
B. Q1 2022 – Q4 2022 - Recruitment and hiring assessment.  
C. Q1 2023 – Q4 2023 - Integrate recommendations from Citywide workgroups on Temporary Exempt Appointments Process/Policy and Review of De-Identification Policy into SFE’s implementation plan. | In Progress | RE Core Team in collaboration with DPO ENV-Admin Staff |
| 1.1.2. Implement an annual staff survey to assess departmental diversity and inclusivity that would inform hiring and recruitment goals, particularly looking for gaps within data. Survey data and results are disaggregated and included in the department annual review. ¹⁹ | Staff Time: Range 2/year  
Funding for consultant | Survey is administered annually  
Survey results are included in the department annual review | Start January 2021 - Complete December 2025 (annual) | A. 2019 Staff Survey (Complete).  
B. Q3 2021 - Annually Update existing SFE survey; submit to staff; analyze data; compile results.  
C. Q4 2021 – Ongoing - Annually compare to previous year’s survey.  
D. When available, annually SFE staff to participate in DHR citywide survey. | In Progress | RE Core Team ENV-Leadership RESCU DHR |

¹⁹ Department management will need to review all responses to see whether any of them qualify as EEO complaints.
### 1.1. Develop a hiring and recruitment policy and procedure that aligns with the Citywide Racial Equity Framework and the department’s RE Action Plan.

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| 1.1.3. Draft and release an equitable and inclusive hiring and recruitment policy that includes learnings and feedback from staff survey and applicant barriers assessment. This policy must be vetted by the Racial Equity Leaders and any related working group. | DPO Time: Range 1 | Policy is created, implemented, and reviewed annually to maximize results | Start July 2021 – Complete March 2024 | A. Q3 2021 – Q4 2021 - Identify key findings from staff survey and barriers assessment to include in SFE Hiring and Recruitment Policy.  
B. Q1 2022 – Q4 2022 - Integrate recommendations from Citywide workgroup on Effective Outreach, Recruitment, and Hiring into SFE Hiring and Recruitment Policy.  
C. Q1 2023 – Q1 2024 - Develop SFE Hiring and Recruitment Policy, vetted by RESCU. | In Progress | RE Core Team, in collaboration with DPO and ENV-Leadership RESCU |

### 1.2. Strengthen recruitment and hiring strategies to attract and cultivate diverse candidates at all levels of the department.

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</table>
| 1.2.1. Develop a clear and expansive recruitment process that addresses most basic barriers to access to employment opportunities and stretches beyond existing outreach protocols to new and unexpected outlets and networks. Map and track outreach efforts. | DPO Time: Range 1/annually | Candidate pool is increasingly more diverse and referred from a variety of sources | Start January 2021 – Complete December 2022 | A. Q1 2021 – Q1 2022 - Incorporate DHR Diversity and Recruitment team strategies and best practices into SFE Hiring and Recruitment Policy.  
B. Q2 2021 – Q1 2022 - Integrate recommendations from Citywide workgroup on Effective Outreach, Recruitment, and Hiring into SFE’s framework for recruitment process.  
C. Q1 2022 – Q4 2022 - Draft framework for recruitment process; to be reviewed by RESCU.  
D. Q1 2022 – Q4 2022 - Develop system to track outreach efforts related to recruitment over time and compare applicant pools to baseline. | In Progress | RESCU, in collaboration with DPO and ENV-Leadership |
### Section 1: Hiring and Recruitment

#### 1.2. Strengthen recruitment and hiring strategies to attract and cultivate diverse candidates at all levels of the department.

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| **1.2.2. Foster relationships with new and unexpected outlets, community-based organizations, BIPOC professional networks, re-entry programs, SFUSD and community college systems that could feed into open positions.** | DPO Time: Range 1  
Staff Time: Range 2  
Financial: Paid accounts for posting positions | Candidate pool is increasingly more diverse and referred from a variety of sources | Start July 2022 – Complete December 2023 | A. Q3 2022 – Q4 2022 - Integrate recommendations from Citywide workgroup on Effective Outreach, Recruitment, and Hiring into SFE’s implementation plan.  
B. Q4 2022 - Continue developing list of potential community partners.  
C. Q3 2022 – Q1 2023 - Work with CREW, DHR, and ORE to identify BIPOC professional networks, social media channels, HBCUs, and other institutions to post job announcements (Identify paid vs. unpaid options and utilize DHR paid accounts).  
D. Q2 2023 – Q4 2023 - Develop formal working relationships with 10 new organizations. | Not Started | ENV-Staff  
ENV-Managers  
RESCU, in collaboration with DPO |
1.2. Strengthen recruitment and hiring strategies to attract and cultivate diverse candidates at all levels of the department.

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| 1.2.3. Review, simplify, and standardize job descriptions and minimum qualifications to remove any barriers to attracting a diverse candidate pool and those with diverse life, education, and professional experiences. Include multiple ways to apply to a position. | DPO Time: Range 2  
Staff Time: Range 3 | Job descriptions display consistent and inclusive language  
Candidate pool is increasingly more diverse | Start January 2021 – Complete December 2022 | A. COMPLETED - Include a statement on SFE’s commitment to equity and inclusion in all job announcements.  
B. Q1 2021 – Q4 2022 - Evaluate and update minimum qualifications as needed, with goal of creating opportunities for qualified applicants who would otherwise not be able to apply.  
C. Q1 2021 – Q4 2021 - Simplify desirable qualifications and evaluate the appropriateness to job classifications to help SFE attract a more diverse pool of applicants.  
D. Q1 2022 – Q4 2022 - Create job description templates across classifications to simplify, remove barriers, and standardize across the department.  
E. Q2 2022 – Q3 2022 - Work with CREW, ORE, and DHR to identify alternative pathways to apply for positions within the City.  
F. Q3 2022 – Q4 2022 - Integrate recommendations from Citywide workgroup on Review of MQs/Tests into SFE’s implementation plan. | In Progress | RE Core Team, in collaboration with DPO  
DHR  
RESCU  
ENV-Managers  
ENV-Leadership |
1.2. Strengthen recruitment and hiring strategies to attract and cultivate diverse candidates at all levels of the department.

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| 1.2.4. Interrogate necessity of minimum qualifications (MQs) that may disproportionately create racial inequities in hiring and recruitment. Consider the option of learning on the job or relevance of transferable skills. Remove unnecessary/outdated MQs for certain classifications to expedite hiring and allow for greater equity. | DPO Time: Range 2 | An increase in applicant pool with more diverse life, education, and professional experiences | Start January 2021 – Complete December 2022 | A. Q1 2021 – Q4 2022 - Evaluate and update minimum qualifications as needed, with goal of creating opportunities for qualified applicants who would otherwise not be able to apply.  
B. Q1 2021 – Q4 2021 - Simplify desirable qualifications and evaluate the appropriateness to job classifications to help SFE attract a more diverse pool of applicants.  
C. Q1 2021 – Q4 2022 - As part of minimum qualification evaluation, examine the necessity of educational requirements and update minimum qualifications as needed.  
D. Q3 2022 – Q4 2022 - Integrate recommendations from Citywide workgroup on Review of MQs/Tests into SFE’s implementation plan. | Not Started | RE Core Team, in collaboration with DPO, DHR, RESCU, ENV-Managers, ENV-Leadership |
### 1.2. Strengthen recruitment and hiring strategies to attract and cultivate diverse candidates at all levels of the department.

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| 1.2.5. Review the need for supplemental questions. Does this job require the applicant to write well as a part of their job duties? If not, reconsider supplemental essay questions, unless grammar and other writing skills will not be considered. | DPO Time: Range 1 | An increase in applicant pool with more diverse life, education, and professional experiences | Start January 2021 – Complete December 2022 | A. Q1 2021 – Q3 2021 - Identify positions in which writing skills are necessary for job duties and cannot be learned on the job.  
B. Q1 2022 - Identify and evaluate impacts of alternate means for responding to supplemental questions (recorded response; video; etc.).  
C. Q4 2021 – Q2 2022 - Evaluate supplemental questions for inclusion of racial equity related questions.  
D. Q3 2022 – Q4 2022 - Integrate recommendations from Citywide workgroup on Review of MQs/Tests into SFE’s implementation plan. | Not Started | RESCU, in collaboration with DPO |

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## 1.2. Strengthen recruitment and hiring strategies to attract and cultivate diverse candidates at all levels of the department.

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| 1.2.6. Reject the practice of “degree inflation” which exacerbates racial disparities in educational and wealth attainment by requiring a four-year college degree for jobs that previously did not. Be specific about the hard and soft skills needed for the role. | DPO Time: Range 2  
Staff Time: Range 3 | An increase in applicant pool with more diverse life, education, and professional experiences | Start January 2021 – Complete December 2022 | A. Q1 2021 – Q4 2022 - Evaluate and update minimum qualifications as needed, with goal of creating opportunities for qualified applicants who would otherwise not be able to apply.  
B. Q1 2021 – Q4 2021 - Simplify desirable qualifications and evaluate the appropriateness to job classifications to help SFE attract a more diverse pool of applicants.  
C. Q1 2021 – Q4 2022 - As part of minimum qualification evaluation, examine the necessity of educational requirements and update minimum qualifications as needed.  
D. Q3 2022 – Q4 2022 - Integrate recommendations from Citywide workgroup on Review of MQs/Tests into SFE’s implementation plan. | Not Started | RE Core Team, in collaboration with DPO  
DHR  
RESCU  
ENV-Managers  
ENV-Leadership |
| 1.2.7. Require outside recruiters to comply with departmental standards for equitable and inclusive hiring to ensure the production of diverse and qualified candidate pools. Use outside recruiters who bring an equity lens and culturally-competent skills to their work. | DPO Time: Range 1  
Staff Time: Range 1  
Financial: Diversity Recruitment Services | Candidate pool is increasingly more diverse and referred from a variety of sources | Start July 2022 – Complete December 2025 (ongoing) | A. Q3 2022 – Q4 2022 - Contract with a recruiter that demonstrates cultural competence and will focus on diversity recruitment or establish protocols for internal recruitment, especially for SFE leadership positions.  
B. Q1 2023 – Q4 2025 - Share recommendations from Citywide workgroup on Review of MQs/Tests with any outside recruiter. | Not Started | ENV-Leadership, in collaboration with DPO  
DHR  
RESCU |
1.3. Invest in a diverse and equitable talent pool by formalizing robust internship, fellowship, pre-apprenticeship and apprenticeship programs, and provide equal opportunity towards permanent employment.

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<tr>
<td>1.3.1. Create, maintain, and develop internship stipends and paid fellowship opportunities. Be clear and upfront about the ability to fund internships and fellowships during the interview process.</td>
<td>Staff Time: Range 2  Financial: internship stipends; paid fellowships</td>
<td># of paid interns/fellows, increase annually or meets department needs/capacity</td>
<td>Start January 2023 – Complete December 2024</td>
<td>A. Q3 2023 – Ongoing - Continue to partner with fellowship programs such as Climate Corp, Willie Brown Fellows, and other internship programs.</td>
<td>In Progress</td>
<td>ENV-Staff managing interns/fellows</td>
</tr>
<tr>
<td>1.3.2. Identify and secure a minimum number of departmental summer placements and employee mentors for participants in the Mayor’s Opportunities for All program.</td>
<td>Staff Time: Range 2</td>
<td># of Opportunities for All placements and mentors</td>
<td>Start January 2023 – Complete December 2024</td>
<td>A. Q1 2023 - Continue to partner with City sponsored Employment opportunities like SF Youthworks.</td>
<td>In Progress</td>
<td>ENV-Development, Community Partnerships, and Carbon Fund Coordinator</td>
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</table>
### 1.3. Invest in a diverse and equitable talent pool by formalizing robust internship, fellowship, pre-apprenticeship and apprenticeship programs, and provide equal opportunity towards permanent employment.

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| **1.3.3.** Disrupt employment patterns relying on a ‘feeder model’ that consistently pulls candidates from the elite institutions and universities. Target local community colleges, trade schools, training programs, re-entry programs, public high schools, etc. (e.g., SF Unified School District’s Career Pathways Program). | DPO Time – Range 1 | Internship/fellowship candidate pool is increasingly more diverse and referred from a variety of sources | Start January 2023 – Complete December 2024 | A. Q1 2023 – Q2 2023 - Incorporate DHR Diversity & Recruitment team strategies and best practices into SFE Hiring and Recruitment Policy.  
B. Q3 2023 – Q4 2023 - Work with CREW, DHR, and ORE to identify BIPOC professional networks, social media channels, HBCUs, and other institutions to post job announcements (Identify paid vs. unpaid options and utilize DHR paid accounts).  
C. Q1 2024 – Q3 2024 Draft framework for and implement diversity recruitment strategy.  
D. Q1 2024 - Develop system to track outreach efforts related to recruitment over time and compare applicant pools to baseline. | In Progress | RE Leaders |
| **Staff Time:** Range 1 | **Financial:** Paid accounts for posting positions | | | | |
| **1.3.4.** Include opportunities to expand collective knowledge regarding diversity, equity, and inclusion. | Staff Time: Range 2 | # of opportunities during internship/fellowship | Start January 2023 – Complete December 2024 | A. Provide Implicit Bias and Racial Equity Training as part of onboarding process. | In Progress | RE Leaders |
**Section 1: Hiring and Recruitment**

1.3. **Invest in a diverse and equitable talent pool by formalizing robust internship, fellowship, pre-apprenticeship and apprenticeship programs, and provide equal opportunity towards permanent employment.**

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<tr>
<td>1.3.5.</td>
<td>Track and evaluate outcomes including reviewing the application process and resulting hires by race/ethnicity, to address any fallout due to bias. Collect constructive feedback of intern and fellowship experiences. Adjust programs accordingly.</td>
<td>Staff Time: Range 1</td>
<td>Tracking system implemented</td>
<td>Start January 2022 – Complete December 2023</td>
<td>A. Q1 2022 – Q4 2022 – Use department’s standardized exit interview questions (see 2.5.1) to collect constructive feedback and develop strategies based on findings. B. Q1 2023 – Q2 2023 – Review existing fellowship and internship applicant and hire data, apply department’s equitable hiring and recruitment policy. C. Q3 2023 – Q4 2023 – Implement program adjustments.</td>
<td>Not Started</td>
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<thead>
<tr>
<th>DPO Time: Range 2</th>
<th>% of evaluations completed</th>
<th>Internship/fellowship program updated before next cycle</th>
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1.4. **Commit to standardized, transparent, and participatory recruiting and onboarding.**

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<tr>
<td>1.4.1.</td>
<td>Maintain a standardized and holistic interview process with structured interview questions.</td>
<td>DPO Time: Range 2</td>
<td>Standardized interview process with a set of inclusive interview questions</td>
<td>Start January 2023 – Complete December 2025</td>
<td>A. Q1 2023 – Q3 2024 Implement a process to ensure structured interview questions, including inclusive interview questions, are used for each recruitment. B. Q4 2024 – Q4 2025 Implement a standardized structured interview format for all classifications and specialties, including exempt and PCS recruitments.</td>
<td>In Progress</td>
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<th>Staff Time: Range 1</th>
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<tr>
<th>DPO in consultation with RESCU</th>
<th>ENV-Hiring Managers</th>
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### 1.4. Commit to standardized, transparent, and participatory recruiting and onboarding.

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</table>
| 1.4.2. Ensure a diverse hiring panel for each interview. | DPO Time: Range 1 | Demographic composition of panels | Start January 2023 – Complete December 2025 | A. Q1 2023 – Q2 2024 Draft SFE Panel Composition criteria and guidance for hiring managers.  
B. Q3 2024 – Q1 2025 Develop panel demographics tracking system.  
C. Q2 2025 – Q4 2025 Include a and b in SFE Hiring and Recruitment Policy. | In Progress | DPO in consultation with RESCU ENV-Hiring Managers |
| | Staff Time: Range 1 | Increase in diverse interview panels | | | | |
| | | Interview panels will be increasingly more equitable, conversations regarding racial equity can be easily had | | | | |
| 1.4.3. Train staff on conducting interviews, taking care to focus on implicit bias and equity. This includes staff involved in selecting interns and fellows. | DPO Time: Range 1 | Interview panels will be increasingly more equitable, conversations regarding racial equity can be easily had | Start January 2024 – Complete December 2025 | A. Require staff and outside panelists to complete DHR Implicit Bias online training prior to conducting interviews. | In Progress | ENV-Hiring Managers in collaboration with DPO |
| | Staff Time: Range 1 | | | | | |
| | | | | | | |
| 1.4.4. Adopt a tool to track application progress and provide assistance where needed through multiple means to reach more job seekers. | DPO Time: Range 1 | Tool created and implemented  
# of applicants increased  
Increased assistance to job seekers | Start January 2023 – Complete December 2025 | A. Develop system to track applicant progress through application screening. for exempt recruitments. Update and modify system as new city-wide Applicant Tracking System is implemented. | Not Started | DPO in consultation with RESCU DHR |
| | Staff Time: Range 1 | | | | | |
1.4. Commit to standardized, transparent, and participatory recruiting and onboarding.

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<td>1.4.5.</td>
<td>DPO Time: Range 1</td>
<td>Increase in internal part-time and full-time staff, interns and fellows applying for job openings</td>
<td>Start January 2021 – Complete December 2025</td>
<td>A. Develop procedure to notify all staff regarding job openings (completed; ongoing practice).</td>
<td>Completed/Ongoing</td>
<td>ENV Payroll and Personnel Coordinator in collaboration with DPO</td>
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<tr>
<td>1.4.6.</td>
<td>DPO Time (Completed)</td>
<td>Hiring, interviewing, and onboarding processes standardized Lag times/wait times</td>
<td>Completed</td>
<td>A. Existing process addresses indicators. B. Process standardizes recruitment and examination planning prior to posting announcement. C. Reviewed PCS recruitment data by race, and withdrawal rates did not show a disparate impact.</td>
<td>Completed</td>
<td>DPO</td>
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<td>1.4.7.</td>
<td>DPO Time: Range 1</td>
<td>All new hires are processed similarly regardless of position</td>
<td>Start January 2024 – Complete December 2025</td>
<td>A. Q1 2024 – Q3 2024 Create standardized onboarding process for full time and part time staff (completed). B. Q4 2024 – Q2 2025 Assess current fellow/intern onboarding process and develop recommendations based on findings. C. Q3 2025 – Q4 2025 Implement recommendations to standardize fellow/intern onboarding.</td>
<td>In Progress</td>
<td>DPO in collaboration with ENV Payroll and Personnel Coordinator</td>
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### 1.4. Commit to standardized, transparent, and participatory recruiting and onboarding.

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| **1.4.8. Expand upon the default Certification Rule of Three Scores.** | DPO Time: Range 1 | Increase in number of diverse candidate pools                               | Start January 2024 – Complete December 2025 | A. Q1 2024 – Q4 2024 Submit requests to Unions for expanding Certification Rule of Three Scores to Rule of Ten for all open positions.  
B. Q1 2025 – Q1 2025 Work with ORE, Citywide working groups, Civil Service Commission, and Unions to expand default to Rule of 10. | In Progress  | DPO in collaboration with ENV-Leadership  
DHR  
Civil Service Commission  
Unions |
| **Staff Time:** Range 1                                               |                    | Overall faster hiring times                                                 |                                 |                                                                                |              |                               |

### 1.5. Actively work to support and expand diversity in the local environmental field.

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</table>
| **1.5.1. Eliminate barriers for BIPOC candidates by creating transparency and standardization around hiring and recruitment practices and expanding recruitment pathways beyond predominantly white environmental networks.** | Staff Time: Range 3 | Barriers assessment completed                                               | Start July 2022 – Complete December 2023 | A. Q3 2022- Q4 2022 - Standardize criteria and use of desirable qualifications in the 56xx series.  
B. Q1 2023 – Q3 2023 - Engage with different affinity groups (Society of Hispanic Professional Engineers, Society of Women Engineers, BIPOC Climate Network, Women’s Environmental Network, Women in Cleantech and Sustainability, etc.).  
C. Q3 2023 - Institutionalize diverse hiring/interview panel.  
D. Q2 2023 – Q4 2023 - Showcase BIPOC staff who would like to share their messages on website/social media. | In Progress  | RE Core Team in collaboration with DPO and ENV-Managers |
### 1.5. Actively work to support and expand diversity in the local environmental field.

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<tr>
<td>1.5.2. Expand relationships between Departments, schools, nonprofit organizations to create diverse pipelines into the environmental field.</td>
<td>Staff Time: Range 3</td>
<td># of new partnerships with CBOs and networks # of environmental scholarships and awards provided to students</td>
<td>Start October 2021 – Complete December 2022</td>
<td>A. Q4 2021 - Q4 2022 - Partner with organizations such as the California Academy of Sciences, the Exploratorium, Outdoor Afro, etc. B. Q3 2021 - Collaborate with Department agencies to learn about and apply best practices from their existing pipeline programs (i.e., SFPUC). C. Q4 2021 - Q4 2022 - Expand on and raise awareness of local scholarships, awards, partnerships with teachers/schools to encourage students to explore opportunities the environmental field.</td>
<td>Not Started</td>
<td>ENV-School Education Team in collaboration with ENV-Leadership, ENV-Managers, and RESCU</td>
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</table>
2. RETENTION AND PROMOTION

Our Workforce is Our Largest Asset. Retaining a strong workforce means supporting our employees holistically to ensure that they are affirmed, in and out of the office. A competitive salary, inclusive benefits and opportunities for advancement ensure that our workforce can sustain themselves and their immediate family, and oftentimes, due to the wealth gap and the effects of systemic racism, their extended families and friends. A clear and intentional path to promotion addresses barriers to upward mobility that systemically face underrepresented employees. Lastly, acknowledging and responding to any potential inequitable impacts of the COVID-19 pandemic on frontline City workers will be essential.

The nationwide Green 2.0 report *Leaking Talent: How People of Color are Pushed Out of Environmental Organizations* found that people of color have lower intent to stay at environmental organizations than their white colleagues. The study also found that people of color perceive lower levels of fairness in development, evaluation, and promotion practices. More information is needed about fairness in retention and promotion practices at SFE. The DPO is currently conducting an analysis on promotions and will collaborate with the RE Core Team. Additionally, the RE Core Team will work with the DPO on assessing SFE DSW deployments and will disaggregate data by race.

DEPARTMENT GOAL

Create internal and external pipelines to advance racial equity in the environmental field, develop systems to promote transparency and fairness in promotional processes, and work with employees to assess employee work environment or conditions that may contribute to employee turnover.

### 2.1. Ensure stronger protections for workers of color given anticipated COVID-19 related deployment, budget shortfalls, hiring freezes, layoffs, and furloughs.

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<tr>
<td>2.1.1. Track deployment and the given functions of all DSW workers (frontline work and remote work) deployed throughout the period, disaggregated by race/ethnicity, age, gender, classification, pay, union, tenure with the City, accommodations/disability, etc. Compare aforementioned demographics of employees who volunteered through the DHR DSW survey with those who were requested/deployed.22</td>
<td>DPO Time: Range 1 Staff Time: Range 1</td>
<td>Tracking mechanism implemented Demographic data analyzed</td>
<td>Start January 2021 – Complete December 2024 (ongoing as DSW needs persist)</td>
<td>A. Q1 2021 – Q2 2021 Request DHR DSW survey data for SFE employees who volunteered for DSW assignments. B. Q2 2021 – Q3 2021 Assess SFE DSW deployments and disaggregate data by race/ethnicity, language skills, age, gender, classification, pay, Union, tenure with City, accommodations/disability, type of assignment (frontline work vs non-frontline work), etc.</td>
<td>Not Started</td>
<td>ENV Admin Staff in collaboration with DPO DHR</td>
</tr>
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22 Disaggregation is in line with Department of Human Resources standard (rule of 10 or less).
## 2.1. Ensure stronger protections for workers of color given anticipated COVID-19 related deployment, budget shortfalls, hiring freezes, layoffs, and furloughs.

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| 2.1.2. Conduct internal budget analysis with racial equity lens and DSW data, to inform current and future staffing needs. Develop strategies to prevent inequities in layoffs and furloughs. | DPO       | Budget analysis completed Strategies developed and published               | Start January 2021 – Complete December 2024   | A. Q1 2021 – Q2 2021 - Conduct budget analysis using the vulnerable populations template provided by ORE, or other budget tools provided.  
B. Q3 2021 - RE Core Team to work with Administration to discuss the development of equitable criteria for exempt employees in the event of layoff or furloughs. | Not Started  | ENV-Leadership in consultation with DPO  
ENV-Finance Director                                                    |
| 2.1.3. Ensure that frontline DSW workers have access to necessary PPE to complete their job function, including, but not limited to, masks, gloves, gowns, and access to hand washing and sanitizing materials. | DHR, DPO  | PPE access protocol established DSW workers have an increased awareness of PPE access protocol | Start January 2021 – Complete December 2024 (ongoing as DSW needs persist) | A. On-going Work with Centralized Command Center (CCC) to ensure DSW workers have access to necessary PPE.  
B. Q2 2021 Conduct interviews with deployed employees to ensure that they feel safe and collect feedback on areas for improvement. | In Progress | Centralized Command Center  
ENV-Admin Staff in collaboration with DPO                               |
2.1. Ensure stronger protections for workers of color given anticipated COVID-19 related deployment, budget shortfalls, hiring freezes, layoffs, and furloughs.

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| 2.1.4. Offer and clarify additional benefits for compensation, paid sick leave, and flex time for deployed workers. | DPO Time: Range 1  
Staff Time: Range 1 | Compensation, paid sick leave, and flex time benefits assessed and easily accessed  
Increased employee awareness of additional benefits | Start January 2021 – Complete December 2024 | A. Complete - Previously, DSW workers receive 8 extra floating holiday hours for every 40 hours of DSW work onsite (not including DSW telecommuting assignments) for a maximum of 80 hours. This benefit ended on October 31, 2020. Employees were notified about this benefit and SFE tracked those hours for all DSW workers since March 2020 with a special payroll code.  
B. Q1 2021 - Employees personal schedules and leave schedules are accommodated when considering DSW assignments and allowing for flex time.  
C. On-going Currently there are no additional benefits for deployed workers. DHR or Union MOU amendment needed to provide additional benefits. SFE will continue to update employees on new benefits, as they are rolled out by DHR. | In Progress | DHR  
DPO in collaboration with ENV-Payroll and Personnel Coordinator |
| 2.1.5. Consider DSW caretaking and safe transportation constraints when making assignments to avoid additionally burdening workers. (e.g., graveyard shifts) | DPO Time: Range 1  
Staff Time: Range 1 | Caretaking and safe transportation sections included in DSW deployment protocol | Start January 2021 – Complete December 2024 (ongoing as DSW needs persist) | A. Ongoing DPO provides form for DSW assignment exemptions and reviews on a case-by-case basis. Existing DSW deployment procedure takes into consideration an employee's transportation and caretaking needs. | In Progress | DPO in collaboration with ENV-Leadership |
2.2. Ensure salaries and benefits allow for a dignified livelihood, especially for people of color and women.

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<tr>
<td>2.2.1. Conduct annual internal reviews of salary standards against industry standards to ensure parity.</td>
<td>DHR Staff Time: Range 1 DPO Time: Range 1</td>
<td>Pay inequities are reduced and aligned annually after salary data is reviewed</td>
<td>Start July 2021 – Complete December 2022</td>
<td>A. Q3 2021 – Q4 2021 - Conduct research on Bay Area industry standards for various environmental field positions. B. Q4 2021 – Q2 2022 - Work with Unions and DHR to obtain and review industry standards data. C. Q3 2022 – Q4 2022 - Conduct wage analysis by race, classification, and gender.</td>
<td>Not Started</td>
<td>ENV-Leadership in collaboration with DPO ENV-Climate and Sustainability Analyst DHR</td>
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<tr>
<td>2.2.2. Conduct annual internal reviews of the parity of department benefits, reviewing and enhancing existing policies. (e.g. parental leave policy, short-term disability, etc.)</td>
<td>DPO Time: Range 1 Staff Time: Range 1</td>
<td>Benefits provided are annually improved</td>
<td>Start October 2021 – Complete December 2022</td>
<td>A. Q4 2021 - Q2 2022 - Review policies established by SFE for parity. B. Q2 2022 – Q4 2022 - Review existing departmental benefits, including those established by the City, for parity. Consider criteria for approval and implementation practices; develop recommendations for enhancements. Policies may include: - Leave Policies - Flexible Work Schedules, including 9/80 schedule - Telecommuting - Short-term Disability - Other policies as identified by RESCU or staff</td>
<td>Not Started</td>
<td>DPO in collaboration with ENV Payroll and Personnel Coordinator and RESCU</td>
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<tr>
<td>2.2.3. Review the paid time off (PTO) policy annually and enhance it to value all religious and cultural holidays.</td>
<td>DPO Time: Range 1</td>
<td>PTO policy is annually improved # of staff taking PTO increases</td>
<td>Start January 2022 – Complete December 2022</td>
<td>A. Q1 2022 - Review existing leave policy to ensure it values all religious and cultural holidays. B. Q2 2022 – Q4 2022 - Update all staff about any changes to leave policy and update SFE Employee Manual accordingly.</td>
<td>Not Started</td>
<td>DPO in consultation with ENV-Leadership</td>
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### 2.3. Create paths to promotion that are transparent and work to advance equity.

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<tr>
<td>2.3.1. Determine standard factors considered for raises and promotions. Make this information available to staff.</td>
<td>DPO Time: Range 2&lt;br&gt;Staff Time: Range 2</td>
<td>Increase in knowledge about raises and promotions</td>
<td>Start July 2021 – Complete December 2022</td>
<td>A. Q4 2021 - Assess promotional appointments by race, type of appointment (such as PCS or exempt), and whether appointments are conducted by public announcement.&lt;br&gt;B. Q1 2022 – Q2 2022 - Develop criteria and performance benchmarks that could help an employee qualify for a promotion or an opportunity for an acting assignment in a higher classification, should a position become available.&lt;br&gt;C. Q3 2022 - Develop a plan for supervisors to convey this information with their employees during performance evaluations.&lt;br&gt;D. Q4 2022 - Identify more advanced work/assignments or projects consistent with an employee’s job class that are in line with employee promotional opportunities. Label level of work/assignments and make clear and available.&lt;br&gt;E. Q4 2022 - Provide criteria for raises for job classifications with extended salary ranges and MCCP classifications and provide data and assessment of promotional appointments for all classes, via an All Staff meeting and All Staff email.</td>
<td>Not Started</td>
<td>DPO in collaboration with ENV-Leadership, ENV-Managers, ENV Payroll and Personnel Coordinator, and RE Core Team</td>
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</table>
2.3. Create paths to promotion that are transparent and work to advance equity.

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| 2.3.2. Develop a formal and transparent process for raises and promotions. | DPO Time: Range 3 | Increase in staff feedback about promotion and raise process | Start July 2021 – Complete December 2022 | A. Q1 2022 – Q3 2022 - Review program’s track record, traditions, and practices of previous hires and route to Senior level positions.  
B. Q4 2021 - Assess promotional appointments by race, type of appointment (such as PCS or exempt), and whether appointments are conducted by public announcement.  
C. Q4 2021 - Assess average hourly wage increase per year of City employment disaggregated by race to identify disparities in promotions.  
D. Q4 2022 - Develop criteria for approving extended range for 5644s  
E. Q3 2021 – ongoing - Announce all promotions at All Staff Meetings and provide annual data on non-step increase salary adjustments (raises). | Not Started | DPO in collaboration with ENV-Leadership, ENV-Managers, ENV-Payroll and Personnel Coordinator, and RE Core Team |
|          | Staff Time: Range 2 |                       |          |                 |        |      |
| 2.3.3. Develop a process for "acting/interim" roles to avoid staff working these roles for extended periods of time without compensation. | DPO Time: Range 1 | Acting/interim staff process included in internal policies and processes.  
Increased awareness of process for acting/interim staff | Start January 2022 – Complete December 2022 | A. Q1 2022 – Q2 2022 - Develop criteria for selecting staff for acting assignment opportunities or interim roles.  
B. Q3 2022 - Develop transition plan, including timeline, for all acting assignment roles and inform impacted employee.  
C. Q4 2022 - Review all acting assignment roles every two years. | Not Started | ENV Managers in collaboration with DPO ENV-Payroll and Personnel Coordinator |
|          | Staff Time: Range 1 |                       |          |                 |        |      |
### 2.3. Create paths to promotion that are transparent and work to advance equity.

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| **2.3.4. Internally investigate key classifications with current “drop-offs” in employee diversity, such as Administrative Analyst Series (182X series). Set forth strategies and training opportunities to support employee development to achieve mobility.** | DPO Time: Range 1 | Reversal of diversity drop-offs in 182X classifications and/or other SFE classifications with drop-offs in diversity | Start April 2021 – Complete December 2022 | A. Q2 2021 – Q3 2021 - Evaluate classifications with lack of employee diversity.  
B. Q1 2022 – Q1 2023 - Develop strategies and training opportunities for employees in lower classifications to achieve mobility to the higher classifications.  
C. Q3 2022 – Q4 2022 - Integrate recommendations from Citywide workgroup on Effective Outreach, Recruitment, and Hiring into SFE’s implementation plan. | In Progress | DPO in collaboration with RESCU |
| **2.3.5. Revisit classifications that “dead end” employees, to create a clear upward path for continued employment opportunities with the City.** | DPO Time: Range 1 | Identify “dead end” classification and revise | Start April 2021 – Complete December 2022 | A. Q3 2021 – Q4 2021 - Evaluate positions where employees have been stagnant at the top step for at least 5 years.  
B. Q1 2022 – Q3 2022 - Develop a list of Citywide classifications that these employees may qualify for.  
C. Q1 2022 – Q1 2023 - Work with Unions to evaluate extended ranges for classifications that result in stagnation. | Not Started | ENV-Managers in collaboration with DPO  
DHR |
2.4. Ensure staff receive Bilingual Pay, and are compensated for work performed beyond scope of their position.

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| **2.4.1. Assess need to compensate bilingual staff.** | Staff Time: Range 1  
DPO Time: Range 1  
Financial: Increase in budget for bilingual pay based on assessment | # of bilingual staff enrolled in Bilingual Pay Program  
# of job announcements including information regarding bilingual pay | Start January 2022 – Complete December 2022 | A. Q1 2022 - Assess positions at SFE where language skills are required or necessary.  
B. Q1 2022 - Review current access to DHR Bilingual Pay Program.
C. Q2 2022 – Q3 2022 - Standardize procedures for staff to access DHR Bilingual Pay Program.  
D. Q4 2022 - Include information about DHR Bilingual Pay Program in job announcement for positions requiring bilingual skills. | In Progress | ENV-Payroll and Personnel Officer in collaboration with DPO and ENV-Leadership |
| **2.4.2. Engage with staff to identify work beyond scope of their position.** | Staff Time: Range 1  
DPO Time: Range 2  
Financial: Additional compensation for work beyond scope of position | Inclusion of questions in staff survey | Start October 2021 – Complete December 2022 | A. Q4 2021 – Include question about work performed beyond job scope in staff survey  
B. Q1 2022 – Q4 2022 Identify strategies to address work beyond scope of positions, recognize or compensate staff, and align job duties, including providing the opportunity for more advanced work/assignments or projects consistent with an employee’s job class and professional development goals. | Not Started | RESCU in collaboration with DPO |

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23 SEIU and IFPTE MOUs currently provide $60 per pay period - $1,560 annually per employee.
## 2.5. Identify and address conditions that may impact employee retention.

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| 2.5.1. Institutionalize employee stay and exit interviews. | Staff Time: Range 1  DPO Time: Range 2  Financial: Consultant to conduct stay interviews, conduct analysis, and provide recommendations | # of stay and exit interviews completed  Interview data disaggregated by race compared annually | Start April 2022 – Complete December 2023 | A. Q2 2022 – Assess current practices for stay and exit interviews, including opportunities for staff to provide anonymous feedback (see 4.1.4). Integrate questions specific to racial equity and inclusion.  
B. Q3 2021 – Q4 2022 – Standardize and institutionalize questions and practices across all positions.  
C. Q1 2023 – Analyze results of employee stay and exit interviews, disaggregated by race.  
D. Q2 2023 – Q4 2023 - Develop strategies based on findings. | In Progress | ENV-RESCU in collaboration with DPO |
3. DISCIPLINE AND SEPARATION

The Path to Termination is Filled with Bias. Managerial practices that surround employee evaluation, monitoring, warning, suspensions, and termination must be applied equally. Employees of color, especially Black and Latinx employees, receive extra scrutiny from supervisors leading to worse performance reviews, missed promotion opportunities, and, oftentimes, termination. This additional scrutiny is a result of a biased feedback loop in which Black and Latinx employees are often seen as less skilled because of consistent or prolonged unemployment. This cycle must be stopped. Higher rates of corrective action and discipline negatively impacts a department’s ability to successfully recruit, retain, and engage employees of color, specifically Black and Latinx employees. Thus, supervisors should be aware of their own biases, evaluations and reviews must be standardized, and, most importantly, managers should always center the needs of their employees. Job expectations should be reasonable, clear, and gladly supplemented with opportunities for upskilling.

Preliminary analysis indicates that 42% of SFE staff are in Permanent Civil Service (PCS) positions. There are greater protections for PCS employees. Termination must be for cause (e.g., poor performance, misconduct) for PCS employees. Prior to termination, PCS employees are entitled to notice their discharge is being considered, and an opportunity to respond prior to a final decision. In most instances, at-will, probationary, temporary exempt, and some provisional employees may be terminated for no reason or any reason not prohibited by law. Further analysis is needed to understand the racial equity implications of position type at SFE. The DPO is currently conducting a workforce analysis and will collaborate with the RE Core Team.

DEPARTMENT GOAL

Institutionalize equitable discipline and separation practices that create parity between PCS and exempt classifications and create transparency in management expectations and best practices for both managers and staff.

### 3.1. Create a clear, equitable, and accountable protocol for disciplinary actions.

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| 3.1.1. Track disciplinary actions and analyze subsequent disaggregated data. Pay special attention to data pointing to biases against staff of color. | DPO Time: Range 1  
Staff Time: Range 1 | Create tracking mechanism  
Analyze data annually  
Increase accountability in disciplinary actions | Start January 2024 – Complete December 2025 | A. Completed - Disciplinary data is tracked and analyzed, including for disparate impact on staff of color.  
B. Q1 2024 – Q4 2025 - Leadership and Managers to review discipline analysis on annual basis. | Completed | DPO in collaboration with ENV-Payroll and Personnel Coordinator  
ENV-Leadership  
ENV-Managers |

26 [San Francisco Department of Human Resources Employee Handbook](https://www.ddoee.ca.gov/Handbook.html), page 20
### 3.1. Create a clear, equitable, and accountable protocol for disciplinary actions.

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<td>3.1.2. Track all types of separations and analyze subsequent disaggregated data. Pay special attention to data pointing to biases against staff of color.</td>
<td>DPO Time: Staff Time: Range 1</td>
<td>Create tracking mechanism Analyze data annually</td>
<td>Start January 2024 – Complete December 2025</td>
<td>A. Q1 2024 – Q4 2024: Create a process to track separations. B. Q1 2025 – Q2 2025: Analyze separation data for disparate impact on staff of color. C. Q3 2025 – Q4 2025: Leadership and Managers to review separation analysis annually.</td>
<td>In Progress</td>
<td>DPO in collaboration with ENV-Payroll and Personnel Coordinator ENV-Leadership ENV-Managers</td>
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<td>3.1.3. Train supervisors on bias and equitable and compassionate discipline and separation.</td>
<td>DPO Time: Range 1 Staff Time: Range 2 Financial Resources: DHR 24-Plus training fees</td>
<td># of trainings completed annually</td>
<td>Start January 2024 – Complete December 2025</td>
<td>A. Q1 2024 – Q2 2024: Enroll supervisors who have not yet taken DHR 24-Plus training. B. Q3 2024 – Q4 2024: Department discipline protocol implementation training provided by SFE via in-person and written document shared with all staff (also shared with new staff via onboarding and employee manual). C. Q1 2025 – Q2 2025: Conduct annual refresher trainings for supervisors on equitable discipline and separation. D. Q3 2025 – Q4 2025: For exempt employees undergoing separation, provide an explanation to the employee regarding the cause of separation.</td>
<td>In Progress</td>
<td>DPO in collaboration with ENV-Leadership and ENV-Managers DHR</td>
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27 DHR 24-Plus Training fees are currently $1,100 per employee.
### Section 3: Discipline and Separation

#### 3.1. Create a clear, equitable, and accountable protocol for disciplinary actions.

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| **3.1.4.** Implement alternative dispute resolution opportunities, such as mediation, to resolve interpersonal issues, thus reducing the need for separation or traditional disciplinary measures. Encourage a “scaled back” discipline process. | DPO Time: Range 1  
Staff Time: Range 1 | Human resources trained on alternative dispute resolution | Start January 2025 – Complete December 2025 | A. Work with DHR to integrate recommendations from Citywide workgroup on Development of Mediation Program into SFE’s implementation plan. | Not Started | DPO in collaboration with ENV Managers |
| **3.1.5.** Standardize discipline procedures and corrective actions to ensure that all employees receive the same level of discipline for a particular policy. | DPO Time: Range 1  
Staff Time: Range 1 | Reduction of racial disparities in disciplinary actions | Start January 2024 – Complete December 2025 | A. Q1 2024 – Q3 2024 - Integrate recommendations from Citywide workgroup on Standardization of Discipline Procedure/Policy into SFE’s implementation plan.  
B. Q4 2024 – Q2 2025 - Create a system where all employees receive feedback from their supervisors on their work performance and meeting work behavior expectations.  
C. Q3 2025 – Q4 2025 - Create a system where disciplinary actions and corrective actions are always documented and employees subject to disciplinary action are made aware. | Not Started | DPO in collaboration with ENV Managers |
### 3.2. Create transparency in the separation process.

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<tbody>
<tr>
<td>3.2.1. Implement standardized all-staff separation announcements/emails</td>
<td>Staff Time: Range 1</td>
<td># of separations announced in comparison with total number of separations</td>
<td>Start January 2021 – Complete December 2025 (ongoing)</td>
<td>A. Q1 2021 – Onward - Leadership sends All Staff email to announce all separations, whether voluntary or involuntary.</td>
<td>Not Started</td>
<td>ENV-Leadership</td>
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### 3.3. Improve institutional equity and support Citywide efforts to address disparities related to classification type.

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</table>
| 3.3.1. Work with Unions to convert exempt positions to Permanent Civil Service (PCS). | Staff Time: Range 2  
DPO Time: Range 3 | # of positions converted to PCS | Start January 2022 – Complete December 2025 | A. Q1 2022 – Q2 2023 - Assess current exempt positions and determine positions that should be converted to PCS.  
B. Q3 2023 – Q4 2025 - Work with Unions to convert exempt positions identified in analysis. | In Progress | ENV-Leadership in collaboration with DPO and Unions |
| 3.3.2. Work with Citywide workgroups to improve protections for exempt employees. | Staff Time: Range 2  
DPO Time: Range 2 | Improved protections for exempt positions | Start April 2022 – Complete July 2024 | A. Q2 2022 – Q4 2022 - Work with Citywide workgroups to assess practices, procedures, and policies that differ between exempt and PCS classification types.  
B. Q1 2023 – Q4 2023 - Identify strategies within SFE’s purview to establish similar protections for exempt employees.  
C. Q2 2022 – Q3 2024 - Work with Union Racial Equity Committees to improve protections for exempt positions. | Not Started | RE Core Team in collaboration with DPO |
### 3.4. Create transparency in management expectations for work performance and work conduct and best practices for both managers and staff.

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</table>
| 3.4.1. Standardize and clearly communicate staff management procedures and expectations to managers and staff on department protocols. | Staff Time: Range 1  
DPO Time: Range 2  
Financial Resources: 24-Plus training costs for all supervisors who have not taken training28 | # of managers incorporating best practices  
# of performance reviews completed  
Staff perceptions about fairness in management, as indicated in surveys | Start January 2024 – Complete December 2024 | A. Q2 2024 – Q3 2024 -Create “Staff Management Best Practices” and “Work Performance and Work Conduct Expectations” documents.  
B. Q3 2024 – Q4 2024 -Require all new staff to review and sign-off during department New Employee Orientation and all existing staff to review and discuss during performance reviews.  
C. Q4 2024 -Include managers’ incorporation of best practices such as coaching employees, one on one meetings, and completion of performance reviews in their performance evaluations. | Not Started | RESCU in collaboration with DPO, ENV-Leadership, and ENV Payroll and Personnel Officer |

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28 DHR 24-Plus Training fees are currently $1,100 per employee.
4. DIVERSE AND EQUITABLE LEADERSHIP

An Equitable Workplace Starts with Diverse Leadership. Fostering an organizational culture of inclusion and belonging means seeing oneself in every aspect of the workplace. When white men make up 85% of all senior executive and board members in America, it is difficult to imagine how women and people of color can see themselves in a leadership position. In general, a department’s leadership determines multiple aspects of the workforce, who gets hired, where the money goes, what projects are greenlit. Thus, it is more likely that a diverse leadership that carries shared values with their staff, will better uplift the staff. In fact, all employees, both white and employees of color, benefit from a people of color-led department. Even the community will benefit because a diverse leadership will be better connected with the community, thus being able to create far more robust and innovative ways to support them.

Eighty SFE employees completed a racial equity survey in fall 2019, comprised of 41 staff of color, 33 white staff, and six who preferred not to answer. A dozen survey respondents submitted comments about the lack of racial diversity in management. Sixty-six percent of staff of color indicated needing greater support from management to become more involved in racial equity at SFE, compared to 42% of white staff. Twenty-two percent of staff of color responded that they did not feel comfortable talking about race with supervisors and managers, compared to 9% of white staff. The staff survey is described in detail in Appendix B.

DEPARTMENT GOAL

Create an inclusive, diverse, and equitable management team, in which leadership is culturally competent, and power and decision-making are shared across the range of employment levels.

4.1. Commit to developing a diverse and equitable leadership that will foster a culture of inclusion and belonging.

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<tr>
<td>4.1.1. Adhere to a hiring and recruitment policy that generally aligns with the citywide racial equity framework and the departmental RE Action Plan.</td>
<td>DPO Time: Range 1  Staff Time: Range 2</td>
<td>% increase in diverse leadership</td>
<td>Start July 2021 – Complete March 2024</td>
<td>A. Q3 2021 – Q4 2021 - Identify key findings from staff survey and barriers assessment to include in SFE Hiring and Recruitment Policy.  B. Q1 2022 – Q4 2022 - Recommendations issued from Citywide workgroup on Effective Outreach, Recruitment, and Hiring integrated into SFE Hiring and Recruitment Policy.  C. Q1 2023 - Q1 2024 - Develop SFE Hiring and Recruitment Policy, vetted by RESCU.  D. Q1 2024 - Policy implemented for hiring in leadership positions.</td>
<td>Not Started</td>
<td>DPO in collaboration with Core Team RESCU ENV Managers ENV Leadership</td>
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30 Race to Lead, Race to Lead Revisited: Obstacles and Opportunities in Addressing the Nonprofit Racial Leadership Gap.
4.1. Commit to developing a diverse and equitable leadership that will foster a culture of inclusion and belonging.

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<tr>
<td>4.1.2. Commit to ongoing racial equity training and development for leadership.</td>
<td>Staff Time: Range 1/year</td>
<td># of training &amp; development completed by leadership per quarter % Staff feel supervisors and leadership are respectful and culturally competent, disaggregated by race</td>
<td>Start January 2022 – Complete December 2022</td>
<td>A. Q1 2022 – Q2 2022 - Ongoing - Institutionalize discussions of racial equity at Senior Staff meetings. B. Q3 2022 – Q4 2022 - Require ongoing education about racial equity and management for diverse and inclusive organizations. C. Ongoing - Create opportunities for Leadership to share how they apply racial equity to work.</td>
<td>In Progress</td>
<td>RE Core Team ENV-Leadership ENV-Managers RESCU</td>
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<tr>
<td>4.1.3. Incorporate senior leadership demographics in the department annual report and/or other public-facing reporting.</td>
<td>DPO Time: Range 1 Staff Time: Range 1</td>
<td>Senior leadership demographic included in the department annual report</td>
<td>Start September 2021 – Complete December 2022</td>
<td>A. Complete - Compile senior staff demographics to include in Racial Equity Action Plan. B. Q3 2021 - Policy Staff to incorporate workforce demographic data into Commission on the Environment Annual Report.</td>
<td>In Progress</td>
<td>DPO in collaboration with ENV-Leadership and ENV-Policy Team</td>
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4.1. Commit to developing a diverse and equitable leadership that will foster a culture of inclusion and belonging.

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| 4.1.4. Implement a simple process to submit anonymous input to senior leadership. Develop a plan to respond to such input.31 | Staff Time: Range 1 | % of staff is aware of the process | Start July 2022 – Complete July 2023 | A. Q3 2022 – Q4 2022 - Research potential platforms and cost.  
B. Q1 2023 – Q2 2023 - Senior Staff develops plan to respond to input, consults with RE Core Team.  
C. Q3 2023 – Q4 2023 - Implement pilot project.  
D. Q4 2023 – Roll out for all staff. | Not Started | DPO in collaboration with RE Core Team, ENV Leadership, and ENV Managers |
| 4.1.5. Complete a workload analysis on the Racial Equity Action Plan to ensure adequate resources and staff are available to operationalize work and provide work balance for core racial equity team. | Staff time: Range 3 | Completed report and suggested changes to secure long-term resources  
# of staff who have racial equity items that are closely linked to their goals/tasks/assignments and not just related to trainings and learning | Start January 2021 – Complete March 2022 | A. Q1 2021- Complete workload analysis and identify resource gaps.  
B. Q2 2021- Q1 2022 – Leadership to develop plan to secure additional long-term resources and reallocate existing resources to support implementation.  
C. Q1 2022 - All Staff incorporate racial equity outcomes tied to Racial Equity Action Plan implementation into PPARs. | Not Started | ENV-Leadership in collaboration with RE Leaders, ENV Managers |

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31 Department management will need to review all responses to see whether any of them qualify as EEO complaints.
4.2. Require ongoing education/training around cultural competency for leadership and managers and institutionalize decision-making processes that ensure the voices of all staff are reflected.

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<tr>
<td>4.2.1. Establish a process for managers and leadership to shadow staff in the field to understand on-the-ground issues.</td>
<td>Staff Time: Range 2</td>
<td>Improved perception of management’s understanding of on-the-ground issues</td>
<td>Start July 2021 – Complete December 2025 (ongoing)</td>
<td>A. Q3 2021- Q2 2022 - Create a process for managers to accompany staff during field visits. B. Q3 2022 – Managers report on learnings from field visits during Senior Staff and Team meetings.</td>
<td>Not started</td>
<td>RESCU in collaboration with ENV-Leadership</td>
</tr>
<tr>
<td>4.2.2. Implement 360-degree reviews for leadership and managers, with a focus on how they are performing on equity, inclusion, and cultural competency.</td>
<td>Staff Time: Range 1 DPO: Range 1/annually Financial: Consultant to administer surveys and provide feedback to managers</td>
<td># of staff who participate in giving feedback</td>
<td>Start December 2022 – Complete December 2025 (ongoing)</td>
<td>A. Q1 2022- Q2 2022 - Develop scope of work for contractor to administer 360 review process. B. Q3 2023- Q4 2023 - Secure contractor with experience in equity, inclusion, and cultural competency to administer 360 review process. C. Q3 2024- Q4 2024 - Work closely with contractor to craft questions specific to RE and inclusion. D. Q4 2024 – Q2 2025 - Contractor to begin process and provide feedback to managers.</td>
<td>Not started</td>
<td>RESCU in collaboration with DPO, ENV-Leadership, and Contractor</td>
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4.2. Require ongoing education/training around cultural competency for leadership and managers and institutionalize decision-making processes that ensure the voices of all staff are reflected.

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<tr>
<td>4.2.3. Develop systems to ensure those impacted by internal policies and those implementing external policies are consulted in decision-making.</td>
<td>Staff Time: Range 1 DPO: Range 1</td>
<td># of staff responding positively Perception of staff that internal policies address racial inequities Additional indicators TBD</td>
<td>Start July 2021 – Complete December 2025 (ongoing)</td>
<td>A. Q3 2021 – Conduct power analysis for policies to ensure shared influence in decision-making. B. Q3 2021 - Include questions about feeling included and ability to participate in decision-making in exit and stay interviews (see 2.5.1).</td>
<td>Not Started</td>
<td>RESCU in collaboration with DPO, ENV-Leadership, and ENV-Program staff</td>
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5. MOBILITY AND PROFESSIONAL DEVELOPMENT
When an Employee’s Needs are Met, so are the Department’s Needs. Our City workforce should center the needs of our employees. In order to do that, it is important to recognize having both the hard and soft skills needed to perform certain tasks is a form of privilege. It is equally important to realize that employees of color are more likely to repeatedly prove their capabilities rather than being evaluated by their expected potential.\textsuperscript{32} By intentionally investing in the specific professional development of each staff, the department can uplift an employee’s journey to developing new skills rather than scrutinizing for a lack of skills. In essence, professional development through mentorship, training, and workshops create an internal pipeline retaining employees to one day fulfill leadership positions.

The nationwide Green 2.0 report \textit{Leaking Talent: How People of Color are Pushed Out of Environmental Organizations} found that people of color have lower intent to stay at environmental organizations than their white colleagues. The study also found that people of color perceive lower levels of fairness in development, evaluation, and promotion practices. One of the key findings of the study was that increasing professional development opportunities was positively related to employee perceived fairness and intent to stay.\textsuperscript{33}

DEPARTMENT GOAL
Centering experiences of BIPOC staff, invest resources and establish transparent and equitable practices to ensure individualized staff growth in line with staff’s career path and personal development goals.


5.1. Offer professional and skill development opportunities that center individual goals first, then organizational needs.

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<tr>
<td>5.1.1. Require formal training for all staff regardless of full/part-time status or seniority.</td>
<td>Staff Time: Range 2 Financial: Increase in budget for training</td>
<td># of available professional development opportunity # of completed training</td>
<td>Start January 2023 – Complete December 2024</td>
<td>A. Q1 2023 – Q2 2023 - Develop a transparent and accessible tracking system to assess and analyze department wide data on trainings attended by staff. B. Q3 2023 – Q4 2023 - Analyze each program area/team's budgeting, including funding source and ability to use funds for training and professional development. C. Q1 2024 – Q2 2024 - Inform employees regarding City &amp; Union negotiated educational development programs (for example, the SEIU's Work training program, Local 21 Tuition Reimbursement) and ensure staff can use these funds to prepare for career advancement. D. Q3 2024 – Q4 2024 - Create a guideline packet that includes professional development opportunities and equitable procedures.</td>
<td>In Progress</td>
<td>RESCU ENV-Administration</td>
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5.1. Offer professional and skill development opportunities that center individual goals first, then organizational needs.

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<tr>
<td>5.1.2. Formalize a process for staff to attend conferences. Make clear processes and protocols for reimbursement, stipends, and payments.</td>
<td>Staff Time: Range 2</td>
<td># of attended, external conferences</td>
<td>Start January 2023 – Complete December 2024</td>
<td>A. Q1 2023 – Q2 2023 - Assess and analyze department wide data on conference attendance by classification and geographic location. B. Q2 2023 – Q3 2023 - Analyze each program area/team’s budgeting, funding from the department for conferences. C. Q3 2023 – Q4 2023 - Inform employees regarding City &amp; Union negotiated educational development programs (for example, the SEIU’s Work training program, Local 21 Tuition Reimbursement) and ensure staff can use these funds to prepare for career advancement. D. Q4 2023 – Q1 2024 - Have a transparent and accessible tracking system of conferences attended. E. Q1 2024 – Q2 2024 - Create a guideline packet that includes professional development opportunities and equitable procedures. F. Q2 2024 – Q4 2024 - Create a rotating travel fund that supports employees’ attendance to conferences.</td>
<td>Not Started</td>
<td>RESCU ENV-Administration ENV Leadership</td>
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### 5.1. Offer professional and skill development opportunities that center individual goals first, then organizational needs.

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| **5.1.3.** Offer opportunities for continual and extended learning. Include in the annual budget. | Staff Time: Range 1/year Financial: professional development budget | # of staff enrolling and completing extended learning $ dedicated to extended learning annually | Start January 2023 – Complete December 2024 | A. Q1 2023 – Q2 2023 - RESCU to assess if more support needed to lead professional development actions.  
B. Q1 2023 – Q2 2023 - Create a tracking system on funding and attendance.  
C. Q2 2023 – Q3 2023 - Create a central hub to share resources and training opportunities that are accessible to all staff, including learning opportunities across different program areas at SFE, and across different CCSF Departments.  
D. Q3 2023 – Q3 2023 - Program Managers inform staff about funding available for professional development and have supervisors work with staff to include professional development and succession planning objectives in their PPAs.  
F. Q3 2023 – Q4 2023 - Inform employees regarding City & Union negotiated educational development programs (for example, the SEIU’s Work training program, Local 21 Tuition Reimbursement) and ensure staff can use these funds to prepare for career advancement. | Not Started | RESCU  
ENV-Leadership  
ENV-Administration  
ENV-Managers |
| **5.1.4.** Encourage participation in professional development by sharing external opportunities that are related to the department’s missions and goals. Provide financial support for paid opportunities. | Staff Time: Range 1/year Financial: professional development budget | # of staff participating in outside events or opportunities | Start January 2023 – Complete March 2023 | A. Q1 2023 – Q2 2023 - Supervisors work with staff to include professional development objectives in their PPAs, including %FTE spent on professional development, including racial equity and environmental-specific opportunities, as well as general career building. | Not Started | ENV-Managers |
### 5.1. Offer professional and skill development opportunities that center individual goals first, then organizational needs.

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</table>
| 5.1.5. Track professional and skill development and assess annually, specifically looking to target underrepresented staff of color. | Staff Time: Range 2 | Adopt a tracking system, analyze annually | Start January 2023 – Complete March 2024 | A. Q1 2023 – Q2 2023 - Research and create a tracking system.  
B. Q2 2023 – Q3 2023 - Create a central hub to share resources and training opportunities that are accessible to all staff, targeting underrepresented staff of color.  
C. Q3 2023 – Q1 2024 - Implement professional development trainings appropriate for each classification and accessible to all in that classification.  
D. Q1 2024 - Identify programmatic areas where staff of color are underrepresented, and identify or develop learning opportunities accordingly, including training on legislation to support action 6.5.2. Staff self-assess their needs for professional and skill development and participate accordingly. | Not Started | RESCU ENV-Administration |
### Section 5: Mobility and Professional Development

#### 5.2. Encourage collaboration between staff and supervisors that are consistent and thoughtful.

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</table>
| **5.2.1. Develop an annual performance evaluation for all staff, part-time and full-time. Highlight advancement opportunities.** | Staff Time: Range 2  
DPO Time: Range 2 | Bi-annual performance evaluation program to all staff | Start January 2023 – Complete October 2025 | A. Q1 2023 – Q2 2023 - Standardize evaluation review across all programs and teams, including use of transparent performance benchmarks.  
B. Q2 2023 – Q3 2023 - Identify advancement opportunities within the department.  
C. Q3 2023 – Q4 2024 - Include an advancement opportunity section in PPARs.  
D. Q1 2025 – Q2 2025 - Conduct interviews with supervisors to understand impediments to timely reviews.  
E. Q2 2025 – Q3 2025 - Engage with staff and include resources on effective and relevant methods for reviews that could advance racial equity. | In Progress | DPO  
ENV-Managers  
ENV-Leadership |
| **5.2.2. Create a mentorship program between senior and junior level staff.** | Staff Time: Range 3  
Financial: Mentor workshop or training | # of mentorship programs per year  
# of meetings per program cycle | Start January 2025 – Complete December 2025 | A. Q1 2025 – Q2 2025 - Develop mentorship program and identify the structure, including mentor/mentee ratio, length of program, application process, and mentorship format, depending on classification.  
B. Q2 2025 – Q3 2025 - Allow mentees to set a baseline of interests and career path and Require mentors attend trainings and workshops on how to be an effective mentor.  
C. Q3 2025 – Q4 2025 - Identify specific milestones and goals mentees/mentors should take to achieve a successful partnership and develop interdepartmental and intradepartmental program to promote knowledge sharing.  
D. Q4 2025 - Offer opportunities for staff to offer or showcase skills to mentees. | Not Started | RESCU  
ENV-Leadership  
ENV-Managers |
5.3. Ensure staff needs are centered and timely met in order to perform and excel at their jobs.

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| 5.3.1. Create a process where staff can submit accommodation requests to the department’s administration. The overall timeline process should be transparent and easily accessible. | DPO Time: Range 1  
Staff Time: Range 1  
Financial: accommodation relating to workspace materials, layout, etc.: ergonomic equipment | Process developed  
% of staff aware of accommodation process  
# of accommodations made increased | Start January 2024 – Complete October 2025 | A. Q1 2024 – Q2 2024 - Review SFE’s current accommodation process and current process for non-medical requests.  
B. Q2 2024 – Q3 2024 - Include questions in annual anonymous staff survey about whether staff are aware of accommodations procedures, what types of accommodations they feel are needed and whether they feel needs are being met. Include similar questions for non-medical requests.  
C. Q3 2024 – Q4 2024 - Consider feedback from staff survey to develop accommodation procedures that increase opportunity and pathways to provide staff with accommodations.  
D. Q4 2024 – Q1 2025 - Train and educate staff on various accommodation types available to them and departmental procedures.  
E. Q1 2025 – Q2 2025 - Require additional training for supervisors and senior staff about accessibility and accommodations, such as through 24-Plus.  
F. Q2 2025 – Q3 2025 - Provide a clear and structured process for any accommodation needs. | In Progress | DPO  
DHR  
ENV-Payroll and Personnel Coordinator  
ENV-Managers |
### 5.3. Ensure staff needs are centered and timely met in order to perform and excel at their jobs.

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| **5.3.2. Incorporate an assessment of staff needs into the staff performance evaluation process.** | Staff Time: Range 1/year  
DPO Time: Range 1/year | Accommodations discussed and recorded during bi-annual performance evaluation process | Start January 2024 – Complete July 2024 | A. Q1 2024 – Q2 2024 - Work with DHR to integrate assessment of staff needs, including those unrelated to medical diagnoses, into performance evaluation process. | Not Started | DPO  
DHR  
RESCU |
| **5.3.3. Assign spaces for staff to take breaks and/or be in community with one another (e.g., department celebration, affinity groups).** | Staff Time: Range 1  
DPO Time: Range 1  
Financial/ Material: office space and furnishings | Improvement in overall staff mental health, increase in staff feedback | Start January 2021 – Complete 2021 | A. Q1 2021 – Q2 2021 - Work with Leadership to identify spaces in new office for staff wellness and cultural and religious practices.  
B. Q1 2021 – Q2 2021 - Determine staff needs and identify public and/or private spaces for staff through workshops/focus groups/survey.  
C. Q1 2021 – Q2 2021 - Discuss with staff interior decor and artwork for spaces. (Refer to 6.1.8)  
D. Q2 2021 – Q3 2021 - Determine how to book/reserve spaces (scheduling process through Outlook).  
E. Q3 2021 - Determine what the functionality and community rules of designated spaces would be. | Not Started | DPO  
ENV-Leadership  
ENV-Administration |
## 5.3. Ensure staff needs are centered and timely met in order to perform and excel at their jobs.

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| 5.3.4. | Set up processes and open communication channels so management is available to respond to employees' non-work-related needs that contribute to overall work quality. Center the most vulnerable individuals. (e.g. transportation stipends, exercise stipends, childcare, etc.) | Staff Time: Range 1 | Assessment performed annually | Start January 2025 – Complete December 2025 | A. Q1 2025 – Q2 2025 - Assess department wide survey on staff's needs.  
B. Q1 2025 – Q2 2025 - Identify non-work-related accommodations requiring funding and those that do not require funding.  
C. Q2 2025 – Q3 2025 - Develop plan to offer staff accommodations that do not require funding, such as alternative work schedules or telecommuting.  
D. Q3 2025 – Q4 2025 - Develop funding plan to offer accommodations that require funding.  
E. Q4 2025 - Train supervisors to be aware of and address staff needs and discuss with staff during check-ins and performance evaluations. | Not Started | DPO  
ENV-Leadership  
ENV-Administration  
ENV-Managers |
|         | DPO Time: Range 1 | $ set aside for accommodations | Increase in staff awareness of accommodations |
|         | Financial: stipends, accommodations | |
| 5.3.5. | Respect religious and cultural practices of employees. | Staff Time: Range 2 | Improvement in overall staff mental health | Start: January 2025 – Complete December 2025 | A. Q1 - Q2 2025 - Engage with staff to evaluate physical space, scheduling, and other needs for religious and cultural practices.  
B. Q3 – Q4 2025 - Implement changes identified in A.  
C. Q3 – Q4 2025 - Have a culture day to highlight different cultures.  
D. Q3 – Q4 2025 - Incorporate any holidays that are not celebrated by the dominant culture into a Departmental calendar so there is awareness around it. | Not Started | ENV-Executive Projects  
ENV-Administration |
### 5.4. Examine upward mobility opportunities for trainee and entry-level staff.

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| 5.4.1. Document internal and external mobility pathways after internship, fellowship, and trainee position completions. | Staff Time: Range 1/year  
DPO Time: Range 2/year | Documenting system created  
Next steps for trainee alums included in annual report  
Exit interviews indicating staff finding trainee series beneficial | Start January 2022 – Ongoing | A. Q1 2022 – Create a system to document next steps following completion of trainee position, including alignment with department’s exit interview questions (see 2.5.1).  
B. Q4 2022 – Ongoing – Include section about next steps for SFE trainee alums in SFE annual report.  
C. Q4 2022 – Ongoing – RESCU to review summary information from exit interviews to assess need for potential changes to trainee positions. Summary information to supplement annual staff survey. | Not Started | RESCU with DPO |
## 5.4. Examine upward mobility opportunities for trainee and entry-level staff.

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<tr>
<td><strong>5.4.2. Evaluate advancement opportunities for trainee and entry-level staff.</strong></td>
<td>Staff Time: Range 2</td>
<td>% of trainee and entry-level staff who have skills necessary to apply for higher position</td>
<td>Start January 2023 – Complete December 2024</td>
<td>A. Q2 2023 – Engage 99 series stakeholders, including supervisors and staff, to assess 99 series, city wide and within SFE.</td>
<td>Not Started</td>
<td>ENV–Managers</td>
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<td>DPO Time: Range 2</td>
<td>% vacant positions at SFE filled by trainee and entry-level staff.</td>
<td></td>
<td>B. Q3 2023 – Q4 2023 - Develop a career building plan for internships, fellowships, and other trainee positions, as part of the onboarding orientation.</td>
<td></td>
<td>DPO</td>
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<td></td>
<td>External Departments who have 99 series Curriculum Building Resources</td>
<td>Exit interviews indicating staff finding trainee series beneficial</td>
<td></td>
<td>C. Q1 2024 – Q2 2024 - Create a standardized general departmental onboarding process for all 99s in addition to program area trainings.</td>
<td></td>
<td>99 Advisor</td>
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<td></td>
<td>D. 3 2024 - Compile skills needed for 5638 and 5640 positions and comparable positions citywide (e.g., 1822, 1823).</td>
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<td>99 Champions</td>
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<td>E. Q3 2024 – Q4 2024 - Establish curriculum to acquire skills for higher level positions and identify resources and structure for implementing curriculum. Integrate curriculum into staff's work plan, allowing for midpoint modifications and alignment with staff's career building plan.</td>
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6. ORGANIZATIONAL CULTURE OF INCLUSION AND BELONGING

Growing a Diverse Workforce is Just the First Step. Employees must feel welcomed and included at every stage of their employment. Racial homogeneity is not only found in hiring and recruiting, it permeates throughout organizational culture, policies, and procedures. It also can take form as coded, traditional standards, such as “professionalism,” that ultimately centers whiteness. This factor takes an immense mental health toll on underrepresented employees who do not feel like they belong. Departments must actively work to create a culture of inclusion and commit to ongoing assessment to uncover gaps in policies and procedures that create a culture of othering. Changes in organizational culture starts and continues with the needs of the employee. These needs are discovered by fostering intentional relationships with underrepresented employees, specifically women, trans employees, Black employees, indigenous employees, employees of color, and employees living with disabilities.

Ninety-nine percent of staff who completed SFE’s fall 2019 survey indicated the importance of prioritizing racial equity, and 31% indicated agreement that SFE’s internal policies and procedures consider and address institutional racism. Staff of color, female-identifying, and non-supervisory staff all indicated disagreement in higher amounts than all staff that internal policies consider and address institutional racism. In the comments, staff named various power imbalances observed at the Department and expressed the desire to work on additional “-isms,” such as ableism, classism, and sexism. This presents an opportunity to recognize the interconnected nature of social categorizations, while continuing to lead with race in SFE’s equity work. The staff survey is described in detail in Appendix B.

The San Francisco Department of Environment does not have a system to capture and analyze qualitative and quantitative data from employees regarding job satisfaction, experiences in the work environment, their reasons for leaving, race/ethnicity, length of employment, job classification, appointment type, and other factors. Employees have the option to complete exit interviews with SFE’s DPO and/or the Director. Sharing this information, while maintaining privacy of former employees, could improve transparency and improve understanding of barriers for employees of color to upward mobility and professional development, barriers to an inclusive work environment, and other racial equity-related issues to longevity at the department.

The Department Personnel Officer will work on implementing processes to gather and analyze additional data, more frequently across a range of areas such as: employee satisfaction, experience in the workplace, reasons for leaving SFE, demographic and position related data (race/ethnicity, length of employment, job class, appointment type, etc.) that can be used to enhance workplace inclusivity.

DEPARTMENT GOAL

All staff feel they belong at SFE and perceive it to be an inclusive, respectful, and fair workplace. Staff understand institutional racism and are equipped to address racial disparities in their work.

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### 6.1. Foster an intentional organizational culture that is committed to inclusion and belonging.

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| **6.1.1.** Ensure that the department’s mission, policies, and procedures reflect an ongoing commitment to an organizational culture of inclusion and belonging. | Staff Time: Range 3  
DPO Time: Range 1 | Department mission, policies, and procedures are updated and available | Complete December 2022 | A. Q1 2021 – Q2 2021 – Racial equity statement added to job announcements.  
B. Q3 2021 – Q4 2021 – Department Strategic Plan includes a racial equity goal.  
C. Q4 2021 – Q3 2022 RESCU and DPO to review policies and procedures and update to advance racial equity, inclusion, and belonging. | In Progress | RESCU in collaboration with DPO |
| **6.1.2.** Create a Racial Equity Team consisting of Racial Equity Leads committed to keeping the department accountable for reaching its RE Action Plan goals. | Regular, scheduled meetings with RE Team to implement RE Action Plan | Ongoing | RE Leaders, and a steering committee (“RESCU”) with representation from all program areas at SFE created to develop and implement the Department’s Racial Equity Action Plan. | Completed | RE Leaders |
# 6.1. Foster an intentional organizational culture that is committed to inclusion and belonging.

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<td>6.1.3. Develop a RE Action Plan that is updated regularly and available to the public.</td>
<td>Staff Time: Range 3 Funding for consultant</td>
<td>RE Action Plan is published on department website</td>
<td>Complete December 2021</td>
<td>A. Q4 2020 - Phase I completed and published on department website. B. Q1 2021 - RE Core Team to identify tasks where support from consultant is needed, propose to Leadership. C. Q2 – Q4 2021 – RESCU, with potential consultant support, to facilitate development of Phase II. RESCU liaisons engage with respective program areas to identify opportunities to advance racial equity in programs and services. This engagement could also be an opportunity to check in with programs about the Department’s work environment and organizational culture. D. Q4 2021 – RE Core Team to summarize community discussions (potentially with COE, refer to 7.1.5) and ORE citywide racial equity engagement. E. Q4 2022 – First annual progress report on Plan.</td>
<td>In Progress</td>
<td>RE Core Team RESCU ENV-Outreach</td>
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| 6.1.4. Regularly report to staff, board, and commissioners on RE Action Plan updates. | Staff Time: Range 2/year | Ongoing reporting | Ongoing | A. Q1 2021 – RE Leaders to work with ENV-Leadership to identify schedule for racial equity initiative updates at All Staff meetings (note: updates to Commission described in 7.1.4). B. Q1 2021 – Ongoing – RE Core Team to expand information sharing with RESCU (i.e., post notes from citywide RE Leaders meetings). | In Progress | RE Leaders ENV-Leadership |

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35 SF Office of Racial Equity, Citywide Racial Equity Framework and Phase 1: Internal Programs and Policies p. 7
36 Ibid.
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| 6.1.5. Support and provide spaces for affinity groups, prioritizing historically marginalized peoples. | Staff Time: Range 3 | % Staff feel work environment is inclusive, respectful, and fair, disaggregated by race | Start April 2021 – Complete December 2022 | A. Q2 2021 – Ongoing - ENV-Executive Projects to share existing opportunities with staff, including groups for CCSF employees (i.e., Black Employee Alliance) and field-specific groups (i.e., BIPOC Climate Network).  
B. Q4 2021 – Ongoing - RE Core Team to continue collaboration with ORE, Planning, SFMTA, and other departments to exchange ideas about affinity group space design, and opportunities for cross-department affinity group support.  
C. Q4 2021 – Ongoing - Include in annual staff survey affinity group needs and other strategies to build awareness on how power and privilege impact organizational relationships. Strategies implemented by ENV-Executive Projects and RESCU pending sufficient resources and capacity.  
D. Q2 2021 – Q4 2022 - As recommended in Toolkit for Addressing Racism in the Workforce, ENV-Executive Projects and RESCU to explore the development of an Ally Program, and opportunities for such a program across departments. | Not Started | ENV-Executive Projects RESCU |
6.1. Foster an intentional organizational culture that is committed to inclusion and belonging.

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<td>6.1.6.</td>
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<td># of training, conference, or discussion regarding diversity, equity, and inclusion completed by staff per quarter</td>
<td>Ongoing</td>
<td>A. Q3 2020 – Ongoing – ENV-Executive Projects convenes quarterly gatherings for staff to share trainings attended, in future will track staff training attendance (including SFE’s racial equity tool training), including some basic lessons learned and shareable resources. RESCU to continue sharing training opportunities, including offerings from ORE, Planning, and other CCSF Departments.</td>
<td>In Progress</td>
<td>ENV-Executive Projects RESCU</td>
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<td>% Staff feel work environment is inclusive, respectful, and fair, disaggregated by race</td>
<td></td>
<td>B. Q1 2021 – Q2 2021 – ENV-Executive Projects to convene antiracism learning circle for interested staff</td>
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<td>% Staff feel equipped to address racial equity at work</td>
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<td>C. Q4 2021 – Staff survey to include question about training needs and opportunities.</td>
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<td>D. Q1 2022– ENV-Executive Projects, with support from RESCU, to research racial equity training costs and identify funding for speakers (or other resources needed) and present to leadership.</td>
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### 6.1. Foster an intentional organizational culture that is committed to inclusion and belonging.

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<tr>
<td>6.1.7. Conduct an annual staff survey that assesses the department’s commitment to an organizational culture of inclusion and belonging.</td>
<td>Staff Time: Range 1/year&lt;br&gt;Financial: Consultant to administer surveys</td>
<td>Annual survey with disaggregated data and feedback&lt;br&gt;% Staff feel work environment is inclusive, respectful, and fair, disaggregated by race</td>
<td>Start January 2021 – Ongoing</td>
<td>A. First survey completed, administered by RE Core Team.&lt;br&gt;B. Q2 2021 – Q3 2021 - RESCU to identify changes to 2019 survey, i.e., adding an interview component, whether future racial equity surveying is integrated to broader staff engagement or is stand alone, opportunities for focused group discussion (as identified in Toolkit for Addressing Racism in the Workforce), external facilitation needs.&lt;br&gt;C. Q2 2021 – Q3 2021 - RE Core Team to check in with DHR, ORE and other CCSF Departments about compatible survey questions and surveying best practices.&lt;br&gt;D. Q4 2021 – Administer staff survey and analyze results.</td>
<td>In Progress</td>
<td>RE Core Team&lt;br&gt;ENV-Leadership&lt;br&gt;RESCU&lt;br&gt;DHR</td>
</tr>
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<td>6.1.8. Ensure that all art, decor, and design where staff work daily reflect racial and social diversity.</td>
<td>Staff Time: Range 1&lt;br&gt;Funding for artists</td>
<td>Increase in staff engagement&lt;br&gt;% Staff feel work environment is inclusive, respectful, and fair, disaggregated by race</td>
<td>Start January 2023 – Complete December 2023</td>
<td>A. Q1 2023 – RESCU to work with ORE, Arts Commission, and other departments to exchange ideas.&lt;br&gt;B. Q2 2023 - RESCU to engage with staff for ideas about inclusive art and space design, and to evaluate current inclusivity of art.&lt;br&gt;C. Q3 2023 - RESCU to work with ENV-Administration, Sr Green Building Manager, and Community Partnerships Manager to implement changes to office design and art displayed.</td>
<td>In Progress</td>
<td>RESCU&lt;br&gt;ENV-Development, Community Partnerships, and Carbon Fund Coordinator</td>
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### 6.2. Develop internal communication processes and procedures that promote equity.

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<tr>
<td>6.2.1. Regularly update departmental mailing lists to ensure that all staff receive communications.</td>
<td>Staff Time: Range 1/year</td>
<td>Increase in staff feedback, participation, and response to communications</td>
<td>Start March 2021 – Complete July 2021</td>
<td>A. Q2 2021 – Q3 2021 - Engage with All Staff (through surveys or other means) to gather feedback on communication processes and procedures. B. Q2 2021 – Q3 2021 - RESCU to work with IT Staff to implement changes.</td>
<td>In Progress</td>
<td>ENV-IT RESCU</td>
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<tr>
<td>6.2.2. Ensure that all staff meetings center a diverse range of speakers and inclusive topics while offering space for staff engagement. Be transparent about the speakers and topics.</td>
<td>Staff Time: Range 1/year Funding for speakers</td>
<td>Ongoing staff participation and feedback % staff feel speakers are inclusive and educational, disaggregated by race</td>
<td>Start January 2023 – Complete December 2024</td>
<td>A. Q1 2023 – Q3 2023 - ENV-Executive Projects to compile list of past and upcoming speakers. B. Q4 2023 – Q1 2024 - ENV-Executive Projects to engage with All Staff (through survey or other means) about feedback on speakers and topics. C. Q2 2024 – Q4 2024 - ENV-Executive Projects to implement changes from All Staff engagement and set up system to continually gather feedback.</td>
<td>Not Started</td>
<td>ENV-Executive Projects</td>
</tr>
<tr>
<td>6.2.3. Create, maintain, and make available a space, physical and/or digital, for staff to share information.</td>
<td>Staff Time: Range 1</td>
<td>Ongoing staff participation and feedback</td>
<td>Start January 2023 – Complete December 2024</td>
<td>A. Q1 2023 – Q4 2023 - ENV-Executive Projects to engage with All Staff to evaluate information sharing. B. Q1 2024 – Q4 2024 - ENV-Executive Projects to work with ENV-Administration and Sr Green Building Manager to implement changes to physical spaces.</td>
<td>In Progress</td>
<td>ENV-Executive Projects</td>
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### 6.3. Improve both physical and digital spaces to meet or exceed accessibility standards.

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| **6.3.1. Create an accessibility protocol that is utilized across all events, communications, and departmental functions.** | Staff Time: Range 1  
DPO Time: Range 1 | Protocol distributed internally and with any outward-facing interactions | Start: January 2024 - Complete December 2025 | A. Q1 2024 – Q3 2024 - RESCU to summarize SFE efforts to date on broad accessibility (beyond the legal requirement of reasonable accommodation for medical considerations) and summarize what is standardized citywide.  
B. Q4 2024 – Q2 2025 - RESCU to engage with All Staff to understand what they need to be successful, centering racial equity  
C. Q3 2025 – Q4 2025 - RESCU to draft protocol and work with ENV-Leadership, ENV-Administration, and DPO to implement changes. | Not Started | RESCU in collaboration with DPO |
| **6.3.2. Evaluate and improve on all physical spaces to meet or exceed accessibility standards taking into account staff and visitors with disabilities, seniors, and families. (e.g., elevator access, ramps, lactation rooms, scent-free cleaning products, gathering spaces, etc.)** | Staff Time: Range 3 | A plan for physical space improvement  
$ funding secured  
Successful implementation | Start: January 2024 - Complete December 2025 | A. Q1 2024 – Q4 2024 - ENV-Administration to review best practices and engage with All Staff to evaluate physical accessibility and develop recommendations to be reviewed by ENV-Leadership. RESCU to consult with Mayor’s Office on Disability.  
B. Q1 2025 – Q4 2025 - ENV-Administration and Sr Green Building Manager to implement changes to physical spaces. | In Progress | ENV-Leadership  
ENV-Administration |
### 6.3. Improve both physical and digital spaces to meet or exceed accessibility standards.

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| **6.3.3. Evaluate and improve on all digital functions and communications to meet or exceed accessibility standards taking into account staff and visitors with disabilities. (e.g. plain-text messages, recordings with captions, accommodations for blind or low vision individuals, accommodations for deaf people, etc.)** | Staff Time: Range 3  | A plan for digital improvement $ funding secured Successful implementation | Start January 2024 Complete December 2025 | A. Q1 2024 – Q3 2024 - RESCU to work with ENV-Outreach media staff, ORE, and other departments to summarize SFE and citywide efforts to date on digital accessibility and develop recommendations for improvement.  
B. Q4 2024 – Q2 2025 - RESCU to consult with Mayor’s Office on Disability and review best practices on universal design and engage with All Staff to evaluate digital accessibility and develop recommendations.  
C. Q3 2025 – Q4 2025 - RESCU to work with ENV-IT and ENV-Outreach, to implement changes to digital function and accessibility. | Not Started | ENV-Outreach
ENV-IT
RESCU |
| **6.3.4. Invest in translation services.**                             | Staff Time: Range 2  | # Increase in translated materials                                          | Complete December 2022    | A. Q3 2021 – Q4 2021 - RESCU to work with ENV-Outreach to summarize and assess process for translating materials to date.  
B. Q1 2022 – Q4 2022 - Standardized tracking of translated materials implemented, develop goals for translation accessibility developed. | In Progress | ENV-Outreach
RESCU |
### 6.3. Improve both physical and digital spaces to meet or exceed accessibility standards.

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| **6.3.5.** Encourage individual forms of inclusive identity expression. (e.g., honoring gender pronouns, relaxing, or modifying dress code, etc.) | Staff Time: Range 1/year Funding for speakers | Increase in staff using inclusive identity expression, second nature | Start July 2022 – Complete December 2025 | A. Q3 2022 – Q4 2022 - ENV-Executive Projects to coordinate learning opportunities for identity inclusivity at All Staff meetings or other venues.  
B. Q1 2023 – Q3 2023 - RESCU to engage with staff (through survey or other means) to solicit ideas to encourage inclusive identity expression.  
C. Q4 2023 – Q4 2025 - RESCU to review research and work with ORE and other departments to research practices to encourage inclusive identity expression. | In Progress | RESCU ENV-Executive Projects |
| **6.3.6.** Bring accessibility information and accommodations to the forefront rather than offering it upon request. Accommodations can benefit other people besides the initial targeted group. | Staff Time: Range 1/year | Accommodations information infused throughout department touchpoints (e.g., website, event announcements)  
Provide closed-captioning by default  
Increased digital equity (e.g., access) for all employees | Start January 2024 – Complete December 2025 | A. Q1 2024 – Q4 2025 - RESCU to work with ENV-Outreach to review research and work with ORE and other departments to develop recommendations. | Not Started | ENV-Outreach RESCU |
## 6.4. Expand the internal culture of belonging by fostering relationships with the external communities the department serves.

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<tr>
<td>6.4.1. Incorporate a process to gather community feedback on projects, events, and communications that involve or will impact the community.</td>
<td>Staff Time: Range 2</td>
<td>Community will have an impact on all department projects</td>
<td>Start January 2022 – Complete December 2023</td>
<td>A. Q1 2022 – Q2 2022 - RESCU to work with ENV-Outreach and Community Partnerships Manager to summarize and evaluate community feedback processes to date. B. Q3 2022 – Q4 2022 - RESCU to work with ENV-Outreach and staff in the field who work with BIPOC communities and other marginalized populations to identify issues to date, develop strategies to improve feedback gathering process. C. Q1 2023 – Q2 2023 - RE Core Team to work with ORE, Planning, SFPUC and other CCSF Depts experienced with racial equity in engagement to share experiences, identify CBOs familiar with community needs for potential ongoing partnership. D. Q3 2023 – Q4 2023 - RESCU to work with ENV-Outreach and ENV-Managers to identify and fund CBOs that can act as liaisons between SFE and the community. E. Q3 2023 – Q4 2023 - RESCU to work with ENV-Outreach and staff in the field to understand engagement training needs and priorities.</td>
<td>In Progress</td>
<td>RESCU ENV-Outreach, ENV-Development, Community Partnerships, and Carbon Fund Coordinator ENV-Managers</td>
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6.4. Expand the internal culture of belonging by fostering relationships with the external communities the department serves.

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| 6.4.2. Find opportunities to invest into and support the communities the department serves. | Staff Time: Range 3 | Process to track budget adjusted % budget spent supporting marginalized populations (increase from amount in 2020 Vulnerable Populations Engagement Assessment) | Ongoing | A. Q1 2021 – Q4 2021 – In preparation for ORE budget equity tool release, ENV-Managers consult with RESCU to adjust documentation practices to better track spending on marginalized populations and racial equity, and meet with COE Operations Committee, described in 7.1.8.  
B. Q4 2021 – RE Core Team to summarize community engagement supporting development of Phase 2 of RE Action Plan, identify opportunities to invest in and support communities highly impacted by systemic racism.  
C. Q1 2021 – Q4 2021 – As part of development of Phase 2 of RE Action Plan, RESCU to work with ENV-Administration contracts/grants staff to assess potential to develop racial equity criteria for contract and grant applicants, and develop strategies to increase opportunities for CBOs. RE Core Team to review supplier and other relevant data from Controller’s Office.  
D. Q1 2022 – Q2 2022 – Building on Vulnerable Populations Engagement Assessment, RESCU to work with ENV-Managers to develop goals to increase % budget spent supporting marginalized populations and racial equity, including increasing resources and support to SFE staff in the field who work with BIPOC communities.  
E. Q3 2022 – Ongoing – Shift and/or acquire new resources to support budget goals. Apply and review ORE’s budget analysis tool. | In Progress | RESCU  
ENV-Managers  
ENV-Administration  
ENV-Outreach |
### 6.5. Build staff capacity to operationalize racial equity.

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| **6.5.1. Staff operationalize applying racial equity lens within their program areas.** | Staff Time: Range 3 | # of meetings with a specific focus on application of RE principles, # of projects, programs and initiatives started in 2021 that use the RE Scan Tool | Complete December 2021 | A. Q1 2021 – Q4 2021 – Have program specific discussions on the implementation of RE principles in everyday work and establish a system to use RE Scan on policies and programs.  
B. Q1 2021 – Q4 2021 – Institutionalize a program development process which centers engagement with communities that are most impacted and have the least power.  
C. Q3 2021 – Q4 2021 – RESCU to develop a racial equity "cheat sheet" - a short written document for staff to reference in their work about how to advance racial equity and how to talk about race. | In Progress | ENV-Managers in collaboration with RESCU |

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</table>
| **6.5.2. Broaden staff capacity to advance racial equity in legislation.** | Staff Time: Range 3 | # and diversity of staff working on legislation, # and diversity of stakeholders engaged in new policy development | Start January 2021 – Complete December 2021 | A. Q1 2021 – RESCU continues refining racial equity policy analysis process and tools, including stakeholder power mapping analysis, and reviews with COE Policy Committee, described in action 7.1.8  
B. Q3 2021 – RE Core Team to integrate best practices in policy analysis from other City departments and ORE.  
C. Q4 2021 – ENV-Policy Team to undergo specific policy related racial equity training.  
D. Q4 2021 – RESCU works with ENV-Policy Team and ENV-Managers to assess potential to develop RE criteria for supporting State legislation. | In Progress | RE Leaders and RESCU in collaboration with ENV-Policy-Team |
## 6.5. Build staff capacity to operationalize racial equity.

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<thead>
<tr>
<th>ACTIONS</th>
<th>RESOURCES</th>
<th>INDICATORS</th>
<th>TIMELINE</th>
<th>IMPLEMENTATION</th>
<th>STATUS</th>
<th>LEAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5.3. RE Leaders implement monthly “office hours” for staff to workshop projects.</td>
<td>Staff Time: Range 1/year</td>
<td># of programs that utilize open office hours # of program/policies that incorporate racial equity analysis recommendations</td>
<td>Start January 2021- Ongoing</td>
<td>A. Q1 2021 - Monthly meetings where staff work with the RE Core Team to ensure progress in operationalizing racial equity into program specific projects. B. Q2 2021 – Evaluate efficacy of monthly meetings quarterly through evaluation forms. C. Q3 2021 - RE Core Team to connect with Commission Affairs Officer to share opportunities for Commissioner participation (see 7.1.4).</td>
<td>Not Started</td>
<td>RE Leaders</td>
</tr>
</tbody>
</table>

## 6.6. Transform and create new guidelines to improve interpersonal dynamics, foster healing, and increase accountability.

<table>
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<tr>
<th>ACTIONS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>6.6.1. Develop and uphold a departmental communication and behavior template (i.e. community agreement). Community agreements define meeting facilitator’s role and clarify expectations from participants in a meeting.</td>
<td>Staff Time: Range 1</td>
<td># of instances the community agreement is used</td>
<td>Complete April 2021</td>
<td>A. Q1 2021 - RESCU to draft and review departmental communication and behavior template (i.e., community agreement) centering cultural humility and antiracist practices, with the understanding that this is a living document that will be updated by groups as necessary. B. Q2 2021 – Incorporate feedback from all staff. C. Q3 2021 – Publish agreement in departmental handbook, provide to consultants and outside speakers.</td>
<td>In Progress</td>
<td>RESCU in collaboration with ENV-Leadership</td>
</tr>
</tbody>
</table>
### 6.6. Transform and create new guidelines to improve interpersonal dynamics, foster healing, and increase accountability.

<table>
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</tr>
</thead>
</table>
| **6.6.2.** Develop a process for ensuring training and accountability around microaggressions and cultural competency. | Staff Time: Range 1  
DPO Time: Range 2  
Funding for cultural competency training | Trainings on microaggressions and cultural competency attended by staff  
Departmental guidelines created  
Positive outcome in the annual staff survey | Start October 2022 – Complete July December 2024 | A. Q4 2022 – Include questions about tokenism, microaggressions, and cultural competency in annual survey (discussed in action 6.1.7).  
B. Q4 2022 – Q3 2023 – ENV Executive Projects, with RESCU support, to research trainings, contractors, and other external resources on microaggressions, tokenism, cultural competency, and cultural humility.  
C. Q3 2023 – Q4 2023 - Secure contractor or external training resources.  
D. Q1 2024 Establish trainings on microaggressions and cross-cultural communication for staff.  
E. Q2 2024 – Create guidelines about how issues around microaggressions or cultural insensitivity will be addressed. | Not Started | DPO in collaboration with ENV-Leadership  
ENV-Executive Projects |
7. BOARDS AND COMMISSIONS

An Equitable Workforce Starts with Equitable Decision Making. For many departments, an equitable and diverse leadership does not stop with senior leadership positions. Decisions are also being made in boards and commissions. These seats must represent the community that the department serves. Bylaws that contain policies and language that perpetuate implicit bias must be revised. Seats must be accessible and available to employees of color. Policies and budget decisions made by boards and commissions must be assessed through a racial equity lens.

The Commission on the Environment (COE) governs SF Environment. The Urban Forestry Council (UFC) is an advisory body that SFE staffs but is not governed by. Analysis conducted by the Department on the Status of Women from 2019 reported that People of Color comprised 50% of the COE, and People of Color comprised 0% of the UFC.37 SFE staff were surveyed in 2019, and while 99% of staff surveyed valued discussing the impacts of race and understood the importance of SFE prioritizing racial equity, only 36% perceived the Department’s external policies and procedures to consider and address institutional racism. The staff survey is described in detail in Appendix B.

DEPARTMENT GOAL
All members perceive their Commission to be inclusive, respectful, and fair. Members are empowered to consider and address racial equity in decisions. New and existing policies and practices support historically marginalized communities and collaborate with communities and institutions to eliminate racial inequity.

7.1. Ensure a diverse and equitable board and commission members that match the community being served.

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<tr>
<th>ACTIONS</th>
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<th>STATUS</th>
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</thead>
<tbody>
<tr>
<td>7.1.1. Review and revise bylaws and rules of order or create other commission procedures to include inclusive language and to align with the department’s RE Action Plan.</td>
<td>Staff Time: Range 2</td>
<td>Bylaws, rules of order or other procedures successfully amended</td>
<td>Start January 2022 - Complete December 2022</td>
<td>A. Q1 2022 – Q2 2022 – RE Core Team to review current bylaws’ ability to enable SFE to accomplish citywide and departmental racial equity goals following RE Action Plan adoption. B. Q3 2022 – Q4 2022 – ENV-Policy Team to review bylaws and charter, convene with Core Team to work out potential revisions.</td>
<td>Not Started</td>
<td>RE Core Team ENV-Policy Team</td>
</tr>
</tbody>
</table>

37 https://sfgov.org/dosw/sites/default/files/2019%20Gender%20Analysis%20of%20Commissions%20and%20Boards.pdf, Figure 25
## Section 7: Boards and Commissions

### 7.1. Ensure a diverse and equitable board and commission members that match the community being served.

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>7.1.2. Collect current board and/or commission demographic data and include in the department annual report.</td>
<td>Staff Time: Range 1/year</td>
<td>Annually collect board/commission demographic data Include data in annual report Use data to guide recruitment efforts Greater racial and gender equity in board and/or commission members</td>
<td>Start October 2021 – Ongoing</td>
<td>Q4 2021 – ENV-Policy Team to incorporate demographic data collected by Department on the Status of Women(^\text{38}) into Commission on the Environment and Urban Forestry Council annual reports.</td>
<td>Ongoing</td>
<td>ENV-Policy Team</td>
</tr>
<tr>
<td>7.1.3. Have board/commission adopt a resolution around racial equity.</td>
<td>Resolution adopted</td>
<td>Completed</td>
<td>Resolution affirming the Commission on the Environment’s commitment to racial equity passed March 14, 2018.</td>
<td>Completed</td>
<td>RE Leaders</td>
<td></td>
</tr>
</tbody>
</table>

\(^{38}\) [https://sfgov.org/dosw/gender-analysis-reports](https://sfgov.org/dosw/gender-analysis-reports)
7.1. Ensure a diverse and equitable board and commission members that match the community being served.

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<tbody>
<tr>
<td>7.1.4. Racial equity-related items are regularly agendized.</td>
<td>Staff Time: Range 2/year</td>
<td># of policies and issues related to racial equity that are heard, reviewed and/or implemented</td>
<td>Ongoing</td>
<td>(Note: community participation described in 7.1.5, training and skill practice described in 7.2.2) COE to monitor and support SFE progress on implementation of RE Action Plan. A. Q1 2021 – RE Leaders to work with SFE Leadership to identify schedule for Plan updates at Commission meetings, including response to Commissioner requests for updates on specific actions, aligning with update schedule described in 6.1.4. B. Q4 2021 – Ongoing – SFE Director to report on progress on Plan implementation during annual performance evaluation.</td>
<td>In Progress</td>
<td>ENV-Leadership RE Leaders ENV-Policy Team</td>
</tr>
</tbody>
</table>
7.1. Ensure a diverse and equitable board and commission members that match the community being served.

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<tbody>
<tr>
<td>7.1.5. Expand ability for board/commission members to hear from diverse voices from a place of influence.</td>
<td>Staff Time: Range 2/year</td>
<td>Participatory budgeting processes</td>
<td>Start January 2021 – Ongoing</td>
<td>A. Q1 2021 – During one-on-one meetings between Commissioners and ENV-Commission Affairs Officer, discuss potential community organizations and other stakeholders experienced at reducing racial inequality to invite to present to the COE, and strategies to increase BIPOC attendance at these meetings. RESCU and ENV-Outreach to support identification of stakeholders and determine feasible schedule for discussions/presentations. C. Q2 2021 – Q4 2021 – If possible, community discussions and presentations at COE occur during this time period to support development of Phase 2 of RE Action Plan, with ongoing invitations ongoing after RE Plan completion D. Q1 2022 – Q4 2022 – RE Core Team to work with Commission Affairs Officer, Commissioners, and ENV-Outreach to develop structure for ongoing partnership with community, including neighborhood-specific events and meetings, and exploring a potential racial equity advisory group.</td>
<td>Not Started</td>
<td>RE Core Team ENV-Commission Affairs Officer ENV-Outreach</td>
</tr>
<tr>
<td>7.1.6. Pass a resolution on a Ramaytush Ohlone Land Acknowledgement.</td>
<td>Staff Time: Range 1</td>
<td>Resolution passed</td>
<td>Complete by February 2021</td>
<td>Following guidance from American Indian Cultural District SF, Commission Affairs Officer, with support from RE Core Team, to propose resolution at February 2021 Commission on the Environment meeting.</td>
<td>In Progress</td>
<td>ENV-Commission Affairs Officer</td>
</tr>
</tbody>
</table>

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39 At time of Plan writing, Policy Staff recommends an informal ad hoc advisory group for organizational capacity reasons.
40 [https://americanindianculturaldistrict.org/ramaytush-land-acknowledgement](https://americanindianculturaldistrict.org/ramaytush-land-acknowledgement)
### Section 7: Boards and Commissions

#### 7.1. Ensure a diverse and equitable board and commission members that match the community being served.

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<tbody>
<tr>
<td>7.1.7. Incorporate Proposition C 2020 passage which removes the requirement of U.S. citizenship and voter registration for individuals to serve on city boards, commissions, and advisory bodies.</td>
<td>Greater racial and gender equity in board and/or commission members</td>
<td>December 2020</td>
<td>ENV-Commission Affairs Officer reviews and incorporates bylaws for compliance.</td>
<td>Completed</td>
<td>ENV-Commission Affairs Officer</td>
<td></td>
</tr>
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</table>

#### 7.1.8. Adopt ORE racial equity assessment tools to inform decision-making of boards and commissions.

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</thead>
<tbody>
<tr>
<td>Staff Time: Range 3</td>
<td># of policies passed with RE lens</td>
<td>January 2021 – December 2023</td>
<td>A. Q1 2021 – Q4 2021 – In preparation for ORE budget equity tool release, ENV-Managers work with COE Operations Committee to adjust documentation practices to better track spending on marginalized populations and racial equity, consult with RE Leaders. B. Q2 2021 – Q4 2021 – In preparation for ORE policy tool release, COE Policy Committee to review SFE racial equity tools and analysis process and tools to date with RE Core Team and ENV-Policy Team. C. Q1 2022 – Q2 2022 - RE Core Team to review ORE racial equity assessment tools and process with COE Policy Committee and develop process to institutionalize racial equity policy analysis. ORE and SFE racial equity tools and process shared with UFC. D. Q3 2022 – Q4 2023 – Apply ORE’s policy and budget analysis tools for at least one year, then COE to review effectiveness of tools to determine next steps.</td>
<td>In Progress</td>
<td>RE Core Team ENV-Policy Team ENV-Managers</td>
<td></td>
</tr>
<tr>
<td>ACTIONS</td>
<td>RESOURCES</td>
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<td>TIMELINE</td>
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<tr>
<td>7.2.1. Determine a regular and standardized protocol for accommodation requests, centering people with disabilities, working people, parents, etc. (e.g. ASL interpretation, video conferencing, food during meetings, translations, etc.)</td>
<td>Staff time: Range 3</td>
<td># of diverse board/commission members</td>
<td>Start January 2022 - Complete December 2024</td>
<td>A. Ongoing – ENV-Commission Affairs Officer check ins with Commissioners about accommodation requests.</td>
<td>In Progress</td>
<td>ENV-Commission Affairs Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of board/commission retention</td>
<td></td>
<td>B. Q1 2022 – ENV-Commission Affairs Officer to discuss onboarding process for COE, including clarity of information provided about decision-making process and authority, discussion of access needs, discussion of what Commissioners need to be successful, centering racial equity.</td>
<td></td>
<td>ENV-Policy Team, with support from RESCU</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implementation of inclusive protocols</td>
<td></td>
<td>C. Q2 2022 – Q4 2022 – RESCU to support ENV-Policy Team in revising onboarding process, including adding orientation to SFE’s RE Action Plan and racial equity training opportunities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Commissioners feel their access needs are met, disaggregated by race</td>
<td></td>
<td>D. Q1 2023 – Q2 2023 – RESCU to support ENV-Policy Team to summarize efforts to date on broad accessibility (beyond the legal requirement of reasonable accommodation for medical considerations) and summarize what is standardized citywide.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E. Q3 2023 – Q4 2023 – RESCU to work with ENV-Outreach to gather and share best practices in accessibility</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>F. Q1 2024 – Q4 2024 – RESCU and ENV-Policy Team to draft protocol and work with ENV-Leadership, ENV-Administration, and DPO to implement changes.</td>
<td></td>
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</tbody>
</table>
### 7.2. Safeguard members so they naturally feel welcomed and valued, not tokenized.

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<tr>
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</thead>
</table>
| 7.2.2. Commit to ongoing racial equity training being mindful of ongoing and current issues. | Staff Time: Range 1/year Funding for training | # of completed training per quarter Increased participation rate % Commissioners feel equipped to incorporate racial equity into decisions % Commissioners feel work environment is inclusive, respectful, and fair | Ongoing | A. Q1 2021 – Building on discussion at October 2020 Operations Committee meeting, ENV-Commission Affairs Officer to engage with COE about training priorities, opportunities for Commissioners to share how they apply racial equity to their work, how to share and practice skills.  
B. Q2 2021 – Ongoing ENV-Executive Projects and ENV-Commission Affairs Officer to cross share training opportunities for SFE, COE, and UFC, and investigate potential for racial equity training across commissions and departments citywide, with support from RE Core Team  
C. Q3 2021 – Ongoing – RE Core Team to share opportunities for Commissioner participation in SFE racial equity skill sharing and practice—e.g., attending Department’s racial equity “office hours” to workshop projects early in development (described in 6.5.3). | In Progress | ENV-Commission Affairs Officer ENV-Executive Projects RE Core Team |
### 7.2. Safeguard members so they naturally feel welcomed and valued, not tokenized.

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</thead>
<tbody>
<tr>
<td>7.2.3. Develop a mentorship program between newer and more experienced board/commission members.</td>
<td>Staff Time: Range 3 Funding for youth development</td>
<td>Increased board/commission retention Member experience satisfaction survey % Commissioners feel valued in their role, supported in their development, and that their perspective is incorporated into decisions, disaggregated by race</td>
<td>Start January 2022 - Complete December 2022</td>
<td>A. Q1 2022 – ENV-Commission Affairs Officer to engage with Commissioners about potential interest in and capacity to mentor and support development of future leaders of color. B. Q2 2022 – Q4 2022 – ENV-Commission Affairs Officer, with support from RESCU, to investigate collaboration with Urban Habitat, the Youth Commission, and other leadership development opportunities, and/or opportunities to support citywide mentorship opportunities.</td>
<td>Not Started</td>
<td>ENV-Commission Affairs Officer RESCU</td>
</tr>
</tbody>
</table>
Part III: Appendices

Appendix A: January 2020 Actions

PROPOSED PHASE 1 ACTIONS WITH STAFF-ASSESSED PRIORITY, IMPACT, AND DIFFICULTY AS PRESENTED TO COMMISSION ON THE ENVIRONMENT JANUARY 2020

<table>
<thead>
<tr>
<th>#</th>
<th>Action Name</th>
<th>Priority</th>
<th>Impact</th>
<th>Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Work with DHR to revise minimum qualifications to create opportunities for more people who would otherwise not be able to apply</td>
<td>High</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>Work with Unions to convert positions to Permanent Civil Service (PCS) or establish similar protections for exempt employees to improve institutional equity</td>
<td>High</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>Work with Unions to explore deeper steps across classifications and/or other types of recognition/compensation</td>
<td>High</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>Strategically expand recruitment efforts to help SFE attract a more diverse pool of applicants</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>5</td>
<td>Simplify desirable qualifications and evaluate the appropriateness to job classifications to help SFE attract a more diverse pool of applicants</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>6</td>
<td>Include a statement on SFE’s commitment to equity and inclusion in all job announcements</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>7</td>
<td>Insert equity questions into supplemental questionnaires, interview questions, and other stages of hiring process</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>8</td>
<td>Implement a comprehensive employment tracking system to collect data on race, applicant pools, new hires, promotions, classification changes, salaries, separations, and civil service and exempt positions</td>
<td>Low</td>
<td>Low</td>
<td>High</td>
</tr>
</tbody>
</table>

Opportunity Area: Hiring

Opportunity Area: Work environment and staff understanding

9 Institute more opportunities to assess employee satisfaction and identify concerns, such as through surveys, review processes, or “stay interviews” | Medium   | High   | Low
<table>
<thead>
<tr>
<th>#</th>
<th>Action Name</th>
<th>Priority</th>
<th>Impact</th>
<th>Difficulty</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>Expand ongoing education and training opportunities and integrate training into staff workplans and Performance Plan and Appraisal Reviews</td>
<td>Medium</td>
<td>High</td>
<td>Mid</td>
</tr>
<tr>
<td>11</td>
<td>Train staff on best practices for engaging with San Francisco’s diverse communities</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>12</td>
<td>Onboard new staff with implicit bias and racial equity training</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>13</td>
<td>Require supervisors to take white fragility and cultural competency training to support a more inclusive workplace</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
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Opportunity Area: Staff growth and advancement

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<tr>
<th>#</th>
<th>Action Name</th>
<th>Priority</th>
<th>Impact</th>
<th>Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Develop a mentorship program to help staff navigate employment opportunities at CCSF departments or other entities</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>15</td>
<td>Formalize and standardize access to professional development opportunities using transparent criteria</td>
<td>Medium</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>16</td>
<td>Explore creating a promotional policy using standardized and transparent criteria</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
</tr>
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</table>
Appendix B: 2019 Staff Survey

The 2019 SFE Staff Survey provided an opportunity to understand staff perceptions of SFE’s progress in its Racial Equity Initiative. The survey was designed to gain insight on how employees rate their understanding of institutional and structural racism, perceive the Initiative’s impact on racial equity both within SFE and in the community, and identify staff needs (resources or otherwise) and opportunities for a more equitable and inclusive workplace. The information from these questions will provide baseline data to track SFE’s impact over time.

Process

There were four sections to the August 2019 survey. Demographic and other categorical information was collected in section one. In the following two sections, staff answered questions with standardized responses: 2) statement evaluation, and 3) measures which could increase staff involvement. In the final section, staff were given the opportunity to provide individualized comments.

SURVEY PARTICIPANTS AND METHODS OF ANALYSIS

Over 90 percent of staff participated (80 out of 88), comprised of 41 staff of color, 33 white staff, and six who preferred not to answer. The racial/ethnic composition of SFE in October 2019 was 41 white staff (not Hispanic or Latino/a/x) and 49 staff of color. Staff did select specific racial/ethnic background, but it was not included in analysis to ensure anonymity of respondents. Forty-two staff identified as female, 37 as male, twenty-eight supervisory and 51 non-supervisory staff participated in the survey. The ratio of staff who had completed racial equity training to those who had not was 45/34. The training participation rate for SFDHR’s mandatory implicit bias training was much higher at 75/5. Categories with low response rates that could potentially identify an individual were omitted from the analysis, and there were a few invalid responses that could not be used.

The RE Core Team administering the survey assured that raw data would be kept confidential, and only summary-level findings would be shared. Staff responses were separated by individualized written comments and answers to standardized questions, then analyzed separately to protect anonymity. Direct quotes were not shared, because an option for respondents to approve sharing their comments verbatim was not included. This option may be included in future survey iterations.

HOW TO READ THE GRAPHS

The following section describes staff survey responses. For some questions, staff response varied across demographic or other descriptive categories. Graphs display key findings from survey data, such as percent of responses to standardized questions. Percentages were used to show comparative rates of answers to questions, rather than counts of responses. The difference between using counts of responses versus percentages/rates is best explained with an example, such as, examining how responses of supervisory staff were similar or different to responses of non-supervisory staff. Twenty-eight supervisory and 51 non-supervisory staff completed the survey. For the question “I am actively involved in addressing racial disparities through my work at SF Environment,” 14 supervisory and 15 non-supervisory staff marked Agree. Using just the counts of the responses could imply a similar opinion between supervisors and other staff. However, looking at the relative rate of response tells a different story: 50 percent of supervisors marked

42 Options included in the survey were: American Indian, Alaska Native or First Nations; Asian; Black, African American, or Black African; Filipina/o/x; Latina/o/x or Hispanic; Middle Eastern; Multiracial; Pacific Islander; White or European American; I’d prefer not to answer; Race or ethnicity not listed. I identify as ____________________.

43 Options included in the survey were: Female; Trans Female; Male; Trans Male; Genderqueer/Gender Non-Binary; Gender not listed. I identify as ____________________. Staff who administered the survey made an error in omitting Prefer not to answer in the online survey. While this option was included in the development of the survey questions, it was accidentally omitted when entering the questions to the online form. Staff apologize for this mistake and recognize the importance of including Prefer not to answer as an option for questions about gender. It will be included in future surveys.
Agree, compared to only 29 percent of non-supervisory staff. Graphs for the first three questions in the survey display responses for all staff, as there were not many variations in response based on different categories of information collected.

Statement Evaluation
Staff were asked to evaluate 8 statements by marking one of the following options: Strongly Agree; Agree; Neither Agree/Disagree; Disagree; Strongly Disagree; or I don’t know.

1. Almost 90% of all staff marked Strongly Agree or Agree for the statement “I have a basic understanding of the racial disparities in San Francisco and I can give examples of institutional racism,” displayed in Figure 2. There were not many variations across demographic categories, though supervisory staff marked Strongly Agree over twice the rate of non-supervisory staff (54% compared to 25%).

![Figure 2: Understanding of Institutional Racism, SFE All Staff](image)

2. Over 80% of all staff marked Strongly Agree or Agree for the statement “I have a basic understanding of the racial disparities in San Francisco and I can give examples of structural racism,” displayed in Figure 3. There were not many variations across demographic categories, however, 76% of staff of color marked Strongly Agree or Agree compared to 88% of white staff. Similar to the previous question regarding institutional racism, supervisors again marked Strongly Agree at over twice the rate of non-supervisory staff (50% compared to 24%).
3. Ninety-nine percent of all staff marked *Strongly Agree* or *Agree* for the statement “I think it is valuable to discuss the impacts of race and understand why it is important for SF Environment to prioritize racial equity,” displayed in Figure 4.
4. For the statement "SF Environment’s internal policies and procedures consider and address institutional racism," 31% of all staff marked Strongly Agree or Agree and 21% of all staff marked Strongly Disagree or Disagree (Figure 5). For this question, responses varied by staff of color and white staff (Figure 6)—29% of staff of color marked Strongly Disagree or Disagree, compared to 3% of white staff. Other variations which were not displayed graphically: 31% of female-identifying staff marked Strongly Disagree or Disagree, compared to 11% of male-identifying staff.

**Figure 5: Evaluation of Internal Policies, SFE All Staff**

**Figure 6: Evaluation of Internal Policies, Staff of Color and White Staff**
5. For the statement “SF Environment’s external-facing policies and procedures (those that impact the general public and other stakeholders) consider and address institutional racism,” Thirty-six percent of all staff marked *Strongly Agree or Agree* and 20% of all staff marked *Strongly Disagree or Disagree* (Figure 7). Responses to this question were similar across most categories of information collected but varied by gender identity (Figure 8). Forty-nine percent of male-identifying staff marked *Strongly Agree or Agree* for this question, compared with 26% of female-identifying staff. A variance not graphed is that staff who had completed racial equity training marked *Strongly Agree or Agree* at lower rates than staff who had not yet completed the training (31% compared to 41%).

**Figure 7: Evaluation of External Policies, SFE All Staff**
"SF Environment's *external*-facing policies and procedures consider and address institutional racism*

<table>
<thead>
<tr>
<th>Response</th>
<th>Female (42)</th>
<th>Male (37)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Agree</td>
<td>21%</td>
<td>43%</td>
</tr>
<tr>
<td>Neither Agree/Disagree</td>
<td>38%</td>
<td>24%</td>
</tr>
<tr>
<td>Disagree</td>
<td>17%</td>
<td>19%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>I don't know</td>
<td>14%</td>
<td>8%</td>
</tr>
</tbody>
</table>

**Figure 8: Evaluation of External Policies, Female- and Male-Identifying Staff**
6. For the statement "I feel comfortable talking about race with supervisors and managers in my department," Less than two thirds of all staff marked Strongly Agree or Agree (all staff response to this question not displayed graphically). Responses to this question varied across several of the categories of information collected. Fifty one percent of staff of color marked Strongly Agree or Agree, compared with 73% of white staff (Figure 9). Other differences in response (not displayed graphically) include 50% of female-identifying staff marked Strongly Agree or Agree, compared with 65% of male-identifying staff, and 64% of supervisory staff themselves marked Strongly Agree or Agree, higher than non-supervisory staff (53%).

**Figure 9: Comfort Talking About Race with Supervisors, Staff of Color and White Staff**
7. For the statement "I am actively involved in addressing racial disparities through my work at SF Environment," half of all staff marked Strongly Agree or Agree (all staff response to this question not displayed graphically). Responses to this question varied depending on supervisory status and completion of SFE’s racial equity training. Seventy-one percent of supervisory staff marked Strongly Agree or Agree, higher than non-supervisory staff (39%) (Figure 10). Sixty-two percent of staff who had completed the racial equity training marked Strongly Agree or Agree, higher than staff who have not yet had the training (35%) (Figure 11). Another finding from this question not graphed is that white staff marked Strongly Agree or Agree at a higher rate than staff of color (58% compared to 46%).

**Figure 10: Addressing Racial Disparities, Supervisory and Non-Supervisory Staff**
"I am actively involved in addressing racial disparities through my work at SF Environment"

<table>
<thead>
<tr>
<th></th>
<th>Completed racial equity training (45)</th>
<th>Not completed racial equity training (34)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>18%</td>
<td>9%</td>
</tr>
<tr>
<td>Agree</td>
<td>44%</td>
<td>26%</td>
</tr>
<tr>
<td>Neither Agree/Disagree</td>
<td>24%</td>
<td>29%</td>
</tr>
<tr>
<td>Disagree</td>
<td>13%</td>
<td>29%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>I don't know</td>
<td>0%</td>
<td>3%</td>
</tr>
</tbody>
</table>

**Figure 11: Addressing Racial Disparities at Work, Training Status**
8. Less than one third of all staff marked *Strongly Agree* or *Agree* for the statement “I have the tools I need to address racial disparities in my work at SF Environment.” Around one third all staff marked *Neither Agree/Disagree* and *Strongly Disagree* or *Disagree,* all staff response is not graphed for this question. Supervisory staff marked *Strongly Agree* or *Agree* at over twice the rate as non-supervisory staff (Figure 12). Other findings from this question not graphed include female-identifying staff marking *Strongly Disagree* or *Disagree* at higher rates than male-identifying staff (38% compared to 24%), and that the *Strongly Disagree* or *Disagree* response did not differ by staff who have completed the racial equity training vs. staff who had not.

![Chart](image)

**Figure 12: Have tools and resources, supervisory and non-supervisory staff**

**Staff Involvement in Racial Equity**

Staff were also asked if certain measures would increase their involvement in racial equity at SFE. Forty-six percent of all staff indicated they would become more involved if given *more information and/or training,* Fifty-nine percent if given *more time and resources,* and 56% if there was *greater management/supervisory support* (all staff response not graphed). The largest differences in staff responses pertained supervisory status, displayed in Figure 13. Staff of color responded at a lower rate compared to white staff indicating information and/or training, and at a higher rate in the greater management support category (Figure 14). There were other variations in response that were not graphed. Female-identifying staff indicated a need for greater management/supervisory support more frequently than male-identifying staff (62% compared to 49%). One third of staff who had completed the racial equity training indicated the need for more information and/or training.
How would I become more involved?

**Figure 13: Measures to Increase Involvement, Supervisory Status**

<table>
<thead>
<tr>
<th></th>
<th>Supervisory staff (28)</th>
<th>Non-supervisory staff (51)</th>
</tr>
</thead>
<tbody>
<tr>
<td>More information and/or training</td>
<td>32%</td>
<td>55%</td>
</tr>
<tr>
<td>More time and resources</td>
<td>64%</td>
<td>55%</td>
</tr>
<tr>
<td>Greater management / supervisory support</td>
<td>43%</td>
<td>63%</td>
</tr>
</tbody>
</table>

How would I become more involved?

**Figure 14: Measures to Increase Involvement, Staff of Color and White Staff**

<table>
<thead>
<tr>
<th></th>
<th>Staff of color (41)</th>
<th>White staff (33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>More information and/or training</td>
<td>44%</td>
<td>58%</td>
</tr>
<tr>
<td>More time and resources</td>
<td>61%</td>
<td>58%</td>
</tr>
<tr>
<td>Greater management / supervisory support</td>
<td>66%</td>
<td>42%</td>
</tr>
</tbody>
</table>
Comments
Thirty-four staff submitted comments. Twenty-one comments pertained to workforce equity, 32 to office culture, three about other equity-related issues (besides race), 12 about training needs/education, and 20 in support of the racial equity initiative and its leaders or general comments. Comments are described in more detail in the following section.

Discussion of Survey Findings
1. There is a disconnect between SFE staff valuing racial equity, and low perception that SFE’s policies and procedures consider and address institutional racism
While 99% of all staff surveyed indicated the importance of prioritizing racial equity, only around one-third indicated that SFE policies and procedures (both internal and external) consider and address institutional racism. In the comments section, staff expressed support for racial equity, and for SFE’s Racial Equity Initiative. Some staff questioned the authenticity and effectiveness of SFE’s equity work, and offered suggestions for improvement, such as: addressing equity at the beginning of a project or policy development, working with more community-based organizations and small businesses, and incorporating equity work into staff performance measures.

2. There is a disconnect between supervisors’ self-assessment and non-supervisory staff experiences and perceptions
Experiences and perceptions varied at SFE by positional differences, with supervisory staff assessing their proficiency and efficacy more favorably. Supervisory staff marked Strongly Agree at over twice the rate of non-supervisory staff regarding their comprehension of both institutional and structural racism. Supervisory staff responded that they had the tools they needed to address racial disparities at over twice the rate of non-supervisory staff, and supervisory staff responded that they are actively involved in addressing racial disparities in their work at higher rates than non-supervisory staff.

However, only 58% of staff surveyed indicated they are comfortable talking about race with supervisors and managers, and comfort was lower for staff of color, female-identifying staff, and non-supervisors. More management support was highlighted in the increased involvement question and in the comments portion of the survey. Staff of color marked needing management/leadership support to increase their involvement at higher rates than white staff. Several staff commented on a lack of support from management and/or leadership.

3. There is a need to address workforce inequities and work environment
There are variations in experiences and perceptions across demographic categories and supervisory status. In evaluating external policies, responses between staff of color and white staff were similar, but there were differences across gender identity and completion of racial equity training. Male-identifying staff perceived external policies to consider and address institutional racism at more than twice the rate of female staff. White staff self-assessed their understanding of structural racism better than staff of color, and self-reported that they were addressing racial disparities at work in higher amounts. Staff of color, female-identifying, and non-supervisors all indicated disagreement in higher amounts than all staff that internal policies consider and address institutional racism. In several instances in the survey, staff included in more dominant groups in society (white, male, able-bodied) assessed SFE, or themselves, more favorably in regard to racial equity. These differences could imply that the work environment is influenced by dominant group culture, and comments submitted by staff identified white fragility, tokenism, patriarchy, elitism, and favoritism as some of the power imbalances present in the work environment. In the comments, staff also expressed the desire to work on additional “-isms,” such as ableism, classism, and sexism. This presents an opportunity to recognize the interconnected nature of social categorizations—known as intersectionality—while continuing to lead with race in SFE’s equity work. A dozen staff commented on the lack of racial and ethnic representation in management, with some comments specifically related to hiring, advancement, and
compensation inequities. Comments submitted also expressed a burden placed on staff of color to carry racial equity work and tension and difficulties discussing race.

4. **Training has built capacity, and more resources are needed**

Staff who had completed the racial equity training answered that they were actively addressing racial disparities at a higher rate than staff who had not completed the training. Staff who completed the racial equity training perceived SFE’s external policies as those which consider and address institutional racism at lower rates than staff who have not yet had the training. This could mean that staff who take the training improve their ability to examine policy through a racial equity lens. However, staff response indicating that they did not have the tools they needed (question #8) was similar whether they had completed the training or not, and one third of staff who had completed the training indicated that they still had a need for more information and/or training. Staff of color responded at a lower rate compared to white staff indicating more information and/or training would increase their involvement. In the comments, staff identified a variety of training needs, from education on allyship and white fragility to help incorporating equity into technical work. Numerous staff commented on the need for more time and resources.
Survey questions

SF Environment Racial Equity Survey 2019

It has been three years since we began the Racial Equity Initiative at SF Environment. During this time, we have:
- Trained staff on Racial Equity,
- Established a Steering Committee, and
- Developed program assessment tools to help staff incorporate a racial equity lens into their work.

The purpose of this survey is to understand the areas in which you see, feel, and hear the greatest opportunities for equity. In addition to this, we are interested in identifying what you need (resources or otherwise) for a more equitable and inclusive workplace.

We will use this to inform recommended actions for SFE’s Racial Equity Action Plan which will be presented to the Commission on the Environment this Fall.

This survey is brief by design so everyone in the Department participates. Your answers are completely anonymous, and the raw data will be kept confidential by your Racial Equity Leaders. Only a summary of findings will be shared with staff. We appreciate your participation in this racial equity assessment.

If you have questions about the survey, please contact Sraddha Mehta or Soko Made.

Demographics:
Demographic data is collected to provide a summary of the diversity of employees who participated in the survey and will allow us to conduct more in-depth analysis of the survey questions, including a comparison of results for those who represent different demographic categories and/or supervisory status. Remember, your responses will never be linked to your identity.

What is the race or ethnicity with which you most closely identify? (Check all that apply) *
- American Indian, Alaska Native or First Nations
- Asian
- Black, African American, or Black African
- Filipina/o/x
- Latina/o/x or Hispanic
- Middle Eastern
- Multiracial
- Pacific Islander
- White or European American
- I’d prefer not to answer

Race or ethnicity not listed. I identify as: [ ]
Are you a person with a disability? *
☐ Yes
☐ No
☐ I’d prefer not to answer

What is your gender? *
☐ Female
☐ Trans Female
☐ Male
☐ Trans Male
☐ Genderqueer/Gender Non-Binary

Gender not listed. I identify as:

Do you supervise staff? *
☐ Yes
☐ No

Have you completed DHR’s Implicit Bias Training (either in-person or online)? *
☐ Yes
☐ No

Have you completed SF Environment’s Racial Equity Training? *
☐ Yes
☐ No
Definitions to assist with the following section:

Institutional racism is when organizational policies, practices and procedures work better for white people than for people of color.

Structural racism is when a history and current reality of institutional racism across all the institutions, combine to create a system that works better for white people than for people of color, often unintentionally or inadvertently.

**Please evaluate the following statements.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree/Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>I don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a basic understanding of the racial disparities in San Francisco and I can give examples of institutional racism.</td>
<td>○</td>
<td>○</td>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have a basic understanding of the racial disparities in San Francisco and I can give examples of structural racism.</td>
<td>○</td>
<td>○</td>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I think it is valuable to discuss the impacts of race and understand why it is important for SF Environment to prioritize racial equity.</td>
<td>○</td>
<td>○</td>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>SF Environment’s internal policies and procedures consider and address institutional racism.</td>
<td>○</td>
<td>○</td>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>SF Environment’s external-facing policies and procedures (those that impact the general public and other stakeholders) consider and address institutional racism.</td>
<td>○</td>
<td>○</td>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I feel comfortable talking about race with supervisors and managers in my department.</td>
<td>○</td>
<td>○</td>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am actively involved in addressing racial disparities through my work at SF Environment.</td>
<td>○</td>
<td>○</td>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have the tools I need to address racial disparities in my work at SF Environment.</td>
<td>○</td>
<td>○</td>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
I would become more actively involved in addressing racial disparities through my work at SF Environment if:

(Check All That Apply) *

☐ I had more information and/or training (specify in other below)

☐ I had more time and resources

☐ There was greater management / supervisory support

Other (please explain)

Would you like to add anything else?

Submit
Appendix C: Vulnerable Populations

As indicated in the Vulnerable Populations Assessment submitted to the Office of Racial Equity in July 2020, SF Environment's programs serve the following communities of color: Black or African American; Latino/a/x or Hispanic; Middle Eastern or North African; Pacific Islander/Native Hawaiian; East Asian; Southeast Asian; and Filipino/a/x.

SF Environment serves the following historically marginalized groups and communities: Seniors and Older Adults; Children and Youth; Lesbian, Gay, Bisexual, Queer People; People with Disabilities and Medical Conditions; People with Limited-English Proficiency; People Facing Food Insecurity; Public Housing Residents; Caregivers; Shift, Temporary Gig, Low-wage Workers; Low-income Students; People facing Digital Access/Connectivity Issues; People who Rely Exclusively on Public Transit; Low Income Residents; People who are at a higher risk of being trafficked and/or forced to work for little pay; Environmental Justice Communities; Supportive Housing; SRO residents; and Micro and Small Business Owners.

SFE's COVID-19 response, re-opening and/or recovery/forward planning

SFE's senior leadership continues to review and adjust departmental programs to support COVID response and recovery efforts. Approximately 30 percent of SFE's staff have been assigned to DSW work and Director Deborah Raphael spent seven weeks in the Emergency Operation Center. Director Raphael is also a member of the City’s Economic Recovery Task Force working to develop opportunities to support job creation and financial stability for small businesses and low-income communities. The following are some examples of how SFE’s program services have been adapted to better support San Francisco residents and businesses that have been disproportionately impacted by COVID-19.

Toxics Reduction: The San Francisco Green Business Program has provided additional resources to SF Green Businesses and Healthy Nail Salons. Resources include increased marketing and advertising for businesses that had been (or remain) physically closed, “prebates” to help with the purchase of environmentally friendly supplies, and outreach to provide City guidance, as well as legal and financial resources. In addition, staff have created guidance for diverse audiences on safer cleaning and disinfecting, as many common cleaning and disinfecting products are known to cause or exacerbate asthma and other respiratory conditions. The guidance created includes factsheets and a data-based website listing safer products to combat COVID-19, and they are working with the Outreach team to launch a campaign encouraging the use of safer cleaning and disinfecting products. The campaign will be disseminated in English, Spanish, and Chinese targeting San Francisco residents and businesses.

Climate: The Climate Program has created a Racial and Social Equity tool to analyze the potential racial and social impacts of proposed Climate Action Plan strategies, including considerations for COVID-19 recovery.

Energy: The Energy Program has worked with regional partners to provide a relief package for small- and medium-sized San Francisco businesses to reduce energy burdens while building resilience with new energy efficient equipment. In addition, they have created a microloans program with Mission Asset Fund, a San Francisco nonprofit organization which helps many immigrant communities, to provide a 50 percent match to cover half of the capital cost for small energy efficiency projects in small enterprises.

Zero Waste: Staff conducted a multifamily dwelling (MFD) outreach campaign that reached over 500 multifamily buildings in response to COVID-19 shelter-in-place-related refuse changes needed, zero waste best practices, and COVID-19 health guidelines (a majority of these MFDs represented residents who are low-income communities of color). The program is working to re-allow beverage container redemption that

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44 ‘Vulnerable Populations’ is an imperfect term which attempts to describe a variety of complicated issues. The specific populations groups encompassed by the term vary from issue to issue. ‘Vulnerable Populations’ does not describe any intrinsic characteristic of a population group, but rather a failure of society which has rendered them vulnerable.
provides money to low-income people. Small- and medium-sized construction and demolition debris recovery facilities and transporters, many of whom are people of color or in communities of color, are being supported by conducting outreach and fielding questions and concerns about regulations and protocols for safely providing their essential services during and after COVID-19. A small project with SCRAP (a nonprofit creative reuse center, materials depot, and workshop space) and the African American Art and Cultural Complex is being funded to distribute masks made from recycled fabric into marginalized communities.

**Outreach:** Work includes administration of the Essential Worker Ride Home Program, which serves essential workers with a free taxi ride home during hours of reduced transit availability; business and consumer outreach about the re-allowance of reusable bags in stores (and to ensure that consumers can avoid the 25-cent charge on bags provided by retailers); and the ongoing dissemination of COVID-19-related information, including promotion of open essential Green Businesses, via department communications channels (e.g., print, social, newsletter, and web). The Department’s multilingual outreach has focused on an equitable, comprehensive approach to reaching low-income communities of color and Spanish and Chinese speaking residents.

**Key Takeaways from Vulnerable Populations Engagement Assessment**
The vulnerable population engagement survey documented over 20 SFE program initiatives that engaged seven different BIPOC communities and 12 different marginalized groups. Approximately, eight percent of the department’s fiscal year 19/20 budget was spent on work that engaged historically marginalized populations, 9.6 percent if pass-throughs are eliminated. SFE does not receive any general fund support and does not have discretionary sources of funding, which presents challenges for how departmental funding is spend. SFE will look for additional opportunities to target more SFE programs to marginalized populations and engaging with the community to identify improvements to and/or new programs/services in its upcoming budget process.
## Appendix D: Vulnerable Populations Engagement Assessment

<table>
<thead>
<tr>
<th>PROJECT/PROGRAM</th>
<th>POPULATION</th>
<th>STAKEHOLDER ENGAGEMENT</th>
<th>% OF BUDGET</th>
<th>$ OF BUDGET</th>
<th>CRITICAL ISSUES</th>
<th>ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPM and Safer Cleaning for Affordable Housing</td>
<td>Affordable housing residents (predominantly low-income POC)</td>
<td>Outreach via workshops, presentations, and meetings and pest management services provided to affordable housing developers, property managers, and residents on safer cleaning and integrated pest management.</td>
<td>.51%</td>
<td>$150,000</td>
<td>Health disparities and quality of life. Asthma disproportionately impacts low-income communities of color, including San Francisco public housing communities. Pests and the use of pesticides, as well as cleaning products, can either cause or trigger asthma.</td>
<td>Pest inspections in affordable housing; sites incorporating pest prevention by design; infestations addressed in a safer and more effective manner; presentations in multiple languages conducted for residents.</td>
</tr>
<tr>
<td>Racial Equity Initiative</td>
<td>People of color and people with disability[^45]</td>
<td>Phase I engagement was internal with all staff via meetings, a survey, and a workshop.</td>
<td>.45%</td>
<td>$133,000</td>
<td>Racial inequities across all indicators (income, health, wealth, wellness, etc.)</td>
<td>Trainings for staff; Steering Committee meetings; developing and administering departmental survey; development of racial equity action plan; development and implementation of racial equity tools; CREW meetings.</td>
</tr>
</tbody>
</table>

[^45]: Populations identified by response to 2019 SFE staff survey. 80 out of 88 staff responded to the survey, comprised of: 41 staff of color, 33 white staff, and 6 preferred not to answer; 7 staff identified having with a disability, 67 without, and 6 preferred not to answer.
<table>
<thead>
<tr>
<th>PROJECT/PROGRAM</th>
<th>POPULATION</th>
<th>STAKEHOLDER ENGAGEMENT</th>
<th>% OF BUDGET</th>
<th>$ OF BUDGET</th>
<th>CRITICAL ISSUES</th>
<th>ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor Partner Network</td>
<td>Affordable housing, workforce development, EJ groups, tenants' rights orgs, labor orgs</td>
<td>Anchor Partner Network residential electrification initiative: partnered with PODER, Emerald Cities to co-create and deliver meaningful stakeholder engagement. As part of the same process, we engaged closely on technical and equity-related issues with affordable housing providers (TNDC, Mission Housing, MEDA, CCHO, CCDC); and equity-focused community-based org's such as Jobs with Justice and Greenlining; labor and workforce development stakeholders.</td>
<td>.28%</td>
<td>$133,000</td>
<td>Lack of access to information, technical assistance, and capital and financial resources to decarbonize buildings. Language and culture barriers. Not feeling like they are part of the policy making or resource allocation decision process. Need for just transition of workers.</td>
<td>5 stakeholder workshops; creation of residential building decarbonization strategies that reflect community priorities and address needs and concerns; longer term partnerships with Anchor Partner organizations (PODER and Emerald Cities).</td>
</tr>
</tbody>
</table>
| Hazards and Climate Resilience Plan Engagement | - Access and Functional Needs and Older Adults  
- Children, Youth, and Families  
- Housing Stakeholders and Residential Property Managers/Owners  
- Racial, Social, and Environmental Justice | Workshops were held to incorporate the needs into the Hazards and Climate Resilience Plan for the vulnerable populations described in the previous column. A fifth workshop was held for non-vulnerable population Business and Commercial Properties. A survey was distributed and available in English, Spanish, Chinese, Filipino, Russian, and Korean, although very few non-English surveys were completed. | .09% | $28,000 | - Identified unique needs when responding to hazards  
- Emphasized the need to ensure that communication and preventative measures are accessible to the diverse needs of all people  
- Provided additional information on how hazards impact vulnerable, disenfranchised, and under-resourced communities, as well as critical needs for these communities | Strategies modified to include stakeholder feedback; new strategies added to plan. |
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<tr>
<th>PROJECT/ PROGRAM</th>
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<tr>
<td>Climate Action Plan</td>
<td>Racial and Social Equity Tool created to modify plan’s strategies to benefit BIPOC, low-income, and other vulnerable populations</td>
<td>In the summer and fall of 2020, SFE will work with our consultant (Cascadia) to implement a mainly online community engagement process for the Climate Action Plan which has the following goals: 1) Ensure equity is a core value; 2) Engage and Empower Stakeholders; 3) Help people understand the long-term vision and actionable policies; 4) Help people understand the long-term CAP vision &amp; actionable policies; 5) Promote awareness of climate activities and increase knowledge</td>
<td>.82%</td>
<td>$243,780</td>
<td>Climate change exacerbates existing racial disparities. People of color and low-income residents are least responsible for, yet most vulnerable to the impacts of climate change. Strategies to reduce greenhouse gas emissions have the potential to exacerbate disparities if not intentionally designed for equity. The five critical themes for the Racial and Social Equity Assessment Tool are: 1) Income and wealth equality (including Just Transition for workers); 2) Housing security and community stability; 3) Inclusion and empowerment; 4) Health; and 5) Hazard and climate resilience.</td>
<td>Development and application of Racial and Social Equity Tool and engagement plan.</td>
</tr>
<tr>
<td>Zero Waste in Affordable Housing</td>
<td>Affordable housing residents (predominantly low-income POC); affordable housing managers and maintenance staff (also predominantly POC)</td>
<td>workshops and door to door outreach for residents (in multiple languages); trainings and technical assistance for property managers</td>
<td>.89%</td>
<td>$262,813</td>
<td>Large refuse charges for affordable housing sites due to contamination of refuse streams; overflows of trash and dumping.</td>
<td>Increase in recovery of recyclable and compostable material; reduction in refuse bills (removal of charges); less dumping.</td>
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<tr>
<td>Carbon Fund Grants</td>
<td>Low-income and historically marginalized populations</td>
<td>Outreach to community-based organizations, including neighborhood serving groups, environmental orgs, etc.</td>
<td>.51%</td>
<td>$150,000</td>
<td>Areas with lack of green areas low tree canopy and suffer from food insecurity.</td>
<td>Funds distributed; green spaces created in neighborhoods with low tree canopy, limited green space, and suffer from food insecurity; tree plantings; community and school gardens, sidewalk gardens and parklets created; microloans provided to small business.</td>
</tr>
<tr>
<td>Zero Waste Grants</td>
<td>Community-based organizations working on preventing waste, or recycling or composting material. The bulk of the grants provide a range of co-benefits such as job training for those with barriers to employment, getting food to residents experiencing food insecurity, providing teachers and other community-based organizations with valuable resources that support their work with youth. Over half of the grants serve low-income and marginalized populations.</td>
<td>Outreach to community-based organizations, including neighborhood serving groups, environmental orgs, etc.</td>
<td>1.01%</td>
<td>$300,000</td>
<td>Grants provided have a range of co-benefits, such as job training for those with barriers to employment or getting food to residents experiencing food insecurity. Over half of the grants serve low-income and marginalized populations.</td>
<td>Increased education on recycling and composting; hands-on outdoor activities with a focus on environmental justice, and to support the in-school zero waste curriculum; expansion of food recovery and provide healthy produce to food-insecure San Franciscans; promotion of African American youth development by offering stipends to conduct community gardening, backyard composting, and zero waste surveys in the Bayview-Hunters Point, Tenderloin, Mission, and SOMA.</td>
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<tr>
<td>Environmental Justice Task Force, District 10 Code Enforcement Committee, Resilient Bayview</td>
<td>District 10 residents and CBOs</td>
<td>Active participant in these groups for many years (monthly meetings). Working with groups like Greenaction for Health and Environmental Justice, Literacy for Environmental Justice, Bayview Senior Center, Bayview YMCA, and others.</td>
<td>.03%</td>
<td>Estimated at $10,000 (EJ staff time, benefits)</td>
<td>Environmental pollution, illegal dumping, climate and hazards preparedness and resilience.</td>
<td>Plans developed collaboratively with community; community cohesion; collaborative problem solving on EJ and other community issues; clean-up of illegal dumping hotspots.</td>
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<tr>
<td>Used Motor Oil Recycling</td>
<td>Spanish and Chinese speaking residents who change their own motor oil</td>
<td>In-language promotion of used motor oil opportunities and incentives.</td>
<td>.06%</td>
<td>$18,400</td>
<td>Health impacts and neighborhood blight from illegal disposal or abandonment of used motor oil.</td>
<td>Quantity of used motor oil recovered annually through collection network.</td>
</tr>
<tr>
<td>Healthy Nail Salon Program</td>
<td>Nail salon owners, managers and nail technicians, majority of whom are of East Asian or Southeast Asian descent.</td>
<td>Partner with the California Healthy Nail Salon Collaborative and individual salon owners. Owners and staff attend a training on best practices to reduce exposure to toxic chemicals in the salon. Salons are provided a box of N95 masks, gloves, and goggles when they join. We market the salons, and they get a decal for their window.</td>
<td>.83%</td>
<td>$247,000</td>
<td>This population often does low-wage gig work, speaks English as a second language, and may lack access to the internet. The industry is known for labor abuses, such as wage theft and human trafficking. The employees (most often women of child-bearing age) work with industrial chemicals for many hours a day, often with few protections.</td>
<td>Number of salons recognized in the program; number of workers trained.</td>
</tr>
<tr>
<td>Essential Worker Ride Home Program</td>
<td>Essential workers in San Francisco, a population that often does low-wage work and may speak English as a second language.</td>
<td>Digital marketing and outreach (in-language) via CBOs and City partners such as the Human Rights Commission &amp; Office of Racial Equity to communities of color and non-English speaking communities.</td>
<td>.11%</td>
<td>$32,000</td>
<td>COVID-related reductions in public transit impact essential workers who rely on public transit, especially those in low-income communities with limited access to alternative modes of transportation.</td>
<td>Number of taxi trips reimbursed. The program covers up to 10 trips per month, up to $70 per trip per person.</td>
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<tr>
<td>BayREN Business &amp; Microloan Programs</td>
<td>Small, Medium and Micro Business Owners and Employees in Disadvantaged Communities</td>
<td>Workshops, Digital, In-person Outreach</td>
<td>.28%</td>
<td>$82,000</td>
<td>Pandemic has paused in-person canvassing and shifted business priorities away from energy efficiency and non-energy benefits.</td>
<td># of businesses in Disadvantaged Communities renovated, # of Microloans closed.</td>
</tr>
<tr>
<td>BayREN Single and Multifamily Upgrade Programs</td>
<td>Residents in Social / Affordable Housing</td>
<td>Workshops and Digital</td>
<td>.34%</td>
<td>$100,000</td>
<td>Pandemic has paused in-person canvassing / outreach.</td>
<td># of residential units renovated, % of annual energy consumption reduced, and utility costs saved.</td>
</tr>
<tr>
<td>EnergyAccess SF</td>
<td>Residents and Small, Medium and Micro Businesses in 94124</td>
<td>Digital and In-person Outreach</td>
<td>.27%</td>
<td>$80,000</td>
<td>Pandemic has paused in-person canvassing / outreach.</td>
<td># of homes and business reached, leads generated.</td>
</tr>
<tr>
<td>California Air Resources Board Med and Heavy-Duty Pilot Project at SF Produce Market</td>
<td>SF Produce Market</td>
<td>In-person and telephone interviews with business owners and fleet operators</td>
<td>.03%</td>
<td>$10,000</td>
<td>The project was canceled because the electric trucks were not available for pilot.</td>
<td></td>
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<tr>
<td>California Energy Commission’s Electric Vehicle Infrastructure Project</td>
<td>Disadvantaged Communities and AB1550 Low Income Areas</td>
<td>Community Stakeholder Listening Sessions</td>
<td>.17%</td>
<td>$50,000</td>
<td>Due to State budget issues, the CA Energy Commission has delayed SF participation until 2022.</td>
<td># of chargers installed in those areas</td>
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<tr>
<td>Green Business Program: targeted outreach in Districts 10 &amp; 11</td>
<td>Small and medium-sized business owners in Districts 10 &amp; 11</td>
<td>Door-to-door outreach in major commercial corridors. Hire contractor from the Bayview community.</td>
<td>.61%</td>
<td>$180,794</td>
<td>Many businesses owners in these neighborhoods speak English as a second language, there are some digital divide issues, more business owners of color, COVID-19 has severely impacted small business owners.</td>
<td># of Businesses recognized or in-process</td>
</tr>
<tr>
<td>Flame retardants in childcare settings</td>
<td>Childcare providers, esp. family childcares (in-home childcare)</td>
<td>Working with Wu Yee Children’s Services and Children’s Council on this project: for Wu Yee, partnered on a grant from CalEPA (work is ongoing) and with Children’s Council did a training</td>
<td>.23%</td>
<td>$67,162</td>
<td>The providers in these networks are most often low-income immigrant women of color who serve low-income families whose childcare enrollment is subsidized. Many of the children are food and housing insecure, and many live in the city’s southeastern neighborhoods, which carry a higher pollution burden. Many of the providers speak English as a second language and there are digital divide issues as well. The providers operate under very thin margins and have been severely impacted by COVID-19.</td>
<td># of providers trained, # of nap mats distributed</td>
</tr>
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<tr>
<td>Zero Waste Field Trip Program</td>
<td>K-12 students and teachers from socioeconomically disadvantaged schools</td>
<td>Digital and in person outreach; We engage school principals, teachers, and families through field trip letters inviting all to apply. We host teacher workshops (and send recorded versions to those who couldn't attend) and invite teachers to train on environmental teaching methods. We also send hope multilingual outreach materials to parents.</td>
<td>.30%</td>
<td>$89,520</td>
<td>Many of the stakeholders engaged are from low-income and food insecure households and schools that lack access to nature. Youth who have access to outdoor learning experiences show higher wellness, health, and academic achievement. Statistically these students have been negatively impacted by COVID emergency distance learning.</td>
<td># of students served each year by district and equity zone.</td>
</tr>
<tr>
<td>Toxics Reduction Healthy Homes Trainings / Presentations</td>
<td>Low-income non-profit and public housing residents</td>
<td>In-person presentations on safer cleaning and disinfecting and other ways to ensure homes are healthier.</td>
<td>.22%</td>
<td>$64,500</td>
<td>Health disparities and quality of life. Asthma disproportionately impacts low-income communities of color, including San Francisco public housing communities.</td>
<td># of persons who participate in presentations delivered</td>
</tr>
</tbody>
</table>
Appendix D: Glossary

Definitions appearing in with an asterisk below were provided by the San Francisco Office of Racial Equity's Citywide Racial Equity Framework.\textsuperscript{46}

Ableism - Discrimination or prejudice, whether intentional or unintentional, against persons with disabilities.\textsuperscript{47}

Ally - a sincere commitment on the part of a privileged individual to offer ongoing support to individuals, groups or organizations that oppose that kind of privilege, and to take direction from them about the form that support should take.\textsuperscript{48}

Anti-Racist - An anti-racist is someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression or ideas that racial groups are equals and do not need developing and supporting policies that reduce racial inequity.\textsuperscript{49}

*Belonging - Belonging means more than having access, it means having a meaningful voice, and being afforded the opportunity to participate in the design of political, social, and cultural structures.\textsuperscript{50}

*BIPOC - Black, indigenous and people of color. Specifically naming Black and indigenous people acknowledges they have and continue to face the worst impacts of white supremacist culture.

*Bias - Prejudgment in the evaluation of one group and its members relative to another. Acting on bias can be discriminatory and when combined with power, can create negative outcomes for particular groups. Implicit bias is when bias is unconscious, as racial bias often is. Explicit bias refers to conscious prejudice against a group or groups. When addressing bias, for example in a process or individual, the focus should not be on intent, but rather on the impact and outcomes that result.

Classism - The institutional, cultural, and individual set of practices and beliefs that assign differential value to people according to their socioeconomic status. Classism also refers to the systematic oppression of poor and working-class people by those who control resources.\textsuperscript{51}

Cultural Competence - The ability to understand, communicate with, and effectively interact with people across cultures. Grounded in the respect and appreciation of cultural differences, cultural competence is demonstrated in the attitudes, behaviors, practices, and policies of people, organizations, and systems.\textsuperscript{52}

*Degree Inflation - Requiring a college degree for jobs that previously did not require one. Also known as "upcredentialing."

Discrimination - Actual negative or positive actions or treatment towards members of a particular group based on their membership of that particular group.\textsuperscript{53}

*Diversity - Includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term diversity is used — but also age, national origin, religion, disability, sexual orientation,

\textsuperscript{46} SF Office of Racial Equity, Citywide Racial Equity Framework and Phase 1: Internal Programs and Policies
\textsuperscript{47} SF Planning Racial and Social Equity Initiative Action Plan Phase I: https://default.sfplanning.org/Citywide/racial-social-equity/RSEAP_Action_Plan_Phase_1_Adopted_Dec2019.pdf
\textsuperscript{48} Ibid.
\textsuperscript{49} Ibram X Kendi, How to be an Antiracist, Random House, 2019
\textsuperscript{50} Othering & Belonging Institute
\textsuperscript{52} Ibid.
\textsuperscript{53} SF Planning Racial and Social Equity Initiative Action Plan Phase I: https://default.sfplanning.org/Citywide/racial-social-equity/RSEAP_Action_Plan_Phase_1_Adopted_Dec2019.pdf
socioeconomic status, education, marital status, language and physical appearance. It also involves different ideas, perspectives, and values.  

**Dominant Group** - Not necessarily the majority, but the group within a society with the power, privilege, and social status to control and define societal resources and social, political, and economic systems and norms. 

**Environmental Justice** - "The fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. ‘Fair treatment’ means that no group of people, including racial, ethnic, or socioeconomic groups should bear a disproportionate share of the negative environmental consequences resulting from industrial, municipal, and commercial operations or the execution of federal, state, local, and tribal programs and policies."  

Environmental justice will be achieved when everyone enjoys the same degree of protection from environmental and health hazards and has equal access to the decision-making process. 

**Equity** - Full and equal access to opportunities, power, and resources, whereby all people may thrive and prosper regardless of demographics.

**Ethnicity** - A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history, and geographical base.

**Gender Identity** - One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

**Inclusion** - Authentically bringing traditionally excluded individuals and/or groups into processes, activities and decision/policy making in a way that shares power.

**Institutional Racism** - Institutional racism happens when organizational policies, practices, and procedures work better for white people than for people of color. It refers to institutional and cultural practices that perpetuate racial inequality. Benefits are structured to advantage powerful groups at the expense of others. For example, racial profiling by law enforcement, Jim Crow segregation laws, grocery store redlining practices.

**Intersectionality** - A concept and frame coined by Professor Kimberlé Crenshaw in 1989 that describes a lens for seeing the way in which various forms of inequality often operate together and exacerbate each other. Rather than seeing race inequality as separate from inequality based on gender, class, sexuality or immigrant status, for example, it recognizes that some people are subject to all of these, and the experience is not just the sum of its parts.

**Marginalization** - The process that occurs when members of a dominant group relegate a particular group to the edge of society by not allowing them an active voice, identity, or place for the purpose of maintaining power.

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56 https://www.epa.gov/environmentaljustice/learn-about-environmental-justice  
59 Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power. OpenSource Leadership Strategies Some Working Definitions  
60 Adapted from SF Office of Racial Equity  
61 Adapted from https://time.com/5786710/kimberle-crenshaw-intersectionality/  
**Microaggressions** - commonplace verbal or behavioral indignities, whether intentional or unintentional, which communicate derogatory, hostile, or negative racial slights or insults.  

*Othering* - A set of dynamics, processes, and structures that engender marginality and persistent inequality across any of the full range of human differences based on group identities. Dimensions of othering include, but are not limited to, religion, sex, race, ethnicity, socioeconomic status (class), disability, sexual orientation, and skin tone.

*Race* - A political construction created to concentrate power with white people and legitimize dominance over non-white people.

*Racial Equity* - A set of social justice practices, rooted in a solid understanding and analysis of historical and present-day oppression, aiming towards a goal of fairness for all. As an outcome, achieving racial equity would mean living in a world where race is no longer a factor in the distribution of opportunity. As a process, we apply racial equity when those most impacted by the structural racial inequities are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives.

**Racial Disparity** - A significant difference in conditions between a racial group and the White population that is avoidable and unjust.

*Structural Racism* - A history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color.

**Systemic Racism** - The joint operation of institutions to produce racialized outcomes, even in the absence of racist intent. Indicators include power inequalities, unequal access to opportunities, and differing policy outcomes by race. Systemic racism is cumulative, pervasive, and durable. Examples: Prison industrial complex, unequal educational outcomes.

**Tokenism** - Hiring or seeking to have representation such as a few women and/or racial or ethnic minority persons so as to appear inclusive while remaining mono-cultural.

**Underserved** - refers to people and places that historically and currently have not had equitable resources or access to infrastructure, healthy environments, housing choice, etc. Disparities may be recognized in both services and in outcomes.

**Underrepresented** - refers to groups of people who traditionally and currently are represented in lower proportional numbers to dominant groups (i.e., the number of women in STEM fields, the number of minorities on campus, etc.).

*Upskilling* - A process for teaching employees new skills so they can thrive in their current positions and also increase employability for other opportunities. Upskilling includes training programs and development opportunities.

**White Fragility** – A term coined by Dr. Robin DiAngelo that describes a state in which even a minimum amount of racial stress becomes intolerable for white people, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These

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66 Adapted from Anti-Oppression Resource and Training Alliance (AORTA).

67 [https://www.portlandoregon.gov/oehr/article/581458](https://www.portlandoregon.gov/oehr/article/581458)


70 [https://www.portlandoregon.gov/oehr/article/581458](https://www.portlandoregon.gov/oehr/article/581458)

behaviors, in turn, function to reinstate white racial equilibrium, where white people may maintain their comfort and continue to benefit from a racially inequitable society.\textsuperscript{72}

\textbf{*White Privilege* - Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it.\textsuperscript{73} The accumulated and interrelated advantages and disadvantages of white privilege that are reflected in racial/ethnic inequalities in life-expectancy and other health outcomes, income and wealth and other outcomes, in part through different access to opportunities and resources. These differences are maintained in part by denying that these advantages and disadvantages exist at the structural, institutional, cultural, interpersonal and individual levels and by refusing to redress them or eliminate the systems, policies, practices, cultural norms and other behaviors and assumptions that maintain them.\textsuperscript{74}

\textbf{*White Supremacy* - An historically-based, institutionally-perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent for the purpose of maintaining and defending a system of wealth, power and privilege.\textsuperscript{75}

\textsuperscript{72} DiAngelo, R. 2018. White Fragility: Why It’s so Hard for White People to Talk About Racism


Appendix E: Acronyms Key

- **BIPOC** – Black, Indigenous, and People of Color
- **CAP** – Climate Action Plan
- **CBO** – Community Based Organization
- **CCC** – Centralized Command Center
- **CCSF** – City and County of San Francisco
- **COE** – Commission on the Environment
- **CREW** – Citywide Racial Equity Workgroup
- **DHR** – Department of Human Resources
- **DPO** – Departmental Personnel Officer
- **DSW** – Disaster Service Worker
- **EJ** - Environmental Justice
- **Env** – City and County of San Francisco Department code for Department of the Environment
- **GARE** – Government Alliance on Race and Equity
- **GHG** – Greenhouse Gases
- **HBCUs** – Historically Black Colleges and Universities
- **MCCP** – Management Classification/Compensation Plan
- **MFD** – Multifamily Dwelling
- **MOU** – Memorandum of Understanding
- **MQs** – Minimum Qualifications
- **ORE** – Office of Racial Equity
- **PCS** – Permanent Civil Service
- **PPAR** – Performance Plan and Appraisal Report
- **PPE** – Personal Protective Equipment
- **RE** – Racial Equity
- **RESCU** – Racial Equity Steering Committee United
- **RSEAT** – Racial and Social Equity Assessment Tool (used for assessing SF Climate Action Plan strategies)
- **SFE** – San Francisco Department of the Environment
- **SFMTA** – San Francisco Municipal Transportation Agency
- **SFPUC** – San Francisco Public Utilities Commission
- **SFUSD** – San Francisco Unified School District
- **SRO** – Single Room Occupancy
- **UFC** – Urban Forestry Council
- **USDN** – Urban Sustainability Directors Network