

**Civil Rights and Diversity Policies and Procedures**  
**University of Idaho Cooperative Extension System**

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# CONTENTS

OUR POLICY FOR NON-DISCRIMINATION .....	1
How We Ensure Non-discrimination.....	1
Legislative Directives for Civil Rights.....	2
WHO CARRIES OUT POLICIES AND WHO OVERSEES CIVIL RIGHTS COMPLIANCE? .....	3
Civil rights leaders and plans in county offices.....	3
REACHING OUR CIVIL RIGHTS AND DIVERSITY GOALS.....	3
ASSESSING NEEDS.....	4
Program content.....	4
Designing and delivering programs to reach diverse and underserved clientele.	4
Language barriers .....	4
Cultural barriers.....	5
Economic barriers .....	5
Access barriers.....	6
Reasonable accommodation.....	6
Special communication needs.....	7
Other barriers .....	7
NOTIFYING THE PUBLIC .....	7
Communicating our policies .....	8
Public display .....	8
Complaints .....	8
Informing our partners .....	9
PROVIDING ACCESS THROUGH AWARENESS .....	9
Postal notification .....	10
Mass media notification.....	10
Public postings notification .....	10
Electronic notification .....	11
EMPLOYMENT OPPORTUNITIES.....	11
Affirmative action policies .....	11

TRAINING, PLANNING, AND RECORD KEEPING.....	12
Training .....	12
Planning .....	12
Record Keeping.....	12
 COMPLIANCE REVIEWS AND AUDITS .....	 13
 APPENDICIES.....	 14
A. Indicators of a Successful Civil Rights and Diversity Program .....	15
B. Outline for County Civil Rights and Diversity Documentation.....	16
C. Affirmative Action/Civil Rights/EEO Compliance Review for Counties .....	19
D. Diversity in Extension: Reaching Diverse Audiences .....	25
E. Civil Rights Legislation .....	25
F. Civil Rights Terms .....	27
G. Reasonable Accommodations Statements.....	28
H. Non-discrimination Statements.....	29
I. Models of Letters to Organizations.....	30
J. Forms Useful for County Civil Rights Planning and Record Keeping .....	31
Public Notification Datasheet .....	32
County Facilities and Resources Datasheet.....	33
County Civil Rights Training Record .....	34
Extension Activity Checklist.....	35
K. Section 3060 of the Faculty Staff Handbook .....	36
L. Section 3065 of the Faculty Staff Handbook .....	39
M. Example of County Public Notification Plan .....	45

# **UNIVERSITY OF IDAHO EXTENSION CIVIL RIGHTS AND DIVERSITY POLICIES AND PROCEDURES**

Discrimination is prohibited across the Cooperative Extension System in programs, with respect to individuals, audiences, groups, and organizations. Recognition, power, privilege, and opportunity are extended to people without discriminating, because they are valued regardless of their age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practice, and socio-economic status.

University of Idaho Extension is morally and legally responsible to make our programs available to all Idahoans. In order to ensure that we are facilitating the widest possible participation, the following guidance has been developed.

## **Our Policy for Non-discrimination**

Pursuant to nondiscrimination laws it is the policy of the University of Idaho Cooperative Extension System (UI-CES) that no person shall be discriminated against on the grounds of race, color, religion, sex, national origin, age, disability, or sexual orientation in employment or in any program or activity. This policy will be communicated to the public through all appropriate Idaho Cooperative Extension System public information channels, in mediums that reach persons hearing - or sight – impaired, when necessary to ensure total understanding.

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

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

## **How We Ensure Non-discrimination**

- We provide access to programs and employment opportunities to all persons, regardless of human differences.
- Diversity enhances knowledge. In order that we stimulate creative thinking, multiple perspectives, and unique solutions, it is our expressed goal to recruit diverse audiences to our educational programs and events, as well as to our workplace.

- We are morally, intellectually, and legally compelled to provide access to all persons. Our policies and practices are designed to achieve our goal of unrestricted access.
- When people view us as discriminatory, or even as mono-cultural or single-purposed, they also may perceive that Extension programs are not intended for them, not useful for them, or not open to them. It is necessary that we make our policies and practices known to all, in order that people do not misunderstand our purposes.
- We make every reasonable effort to provide access to our programs to all persons. People with communication or mobility disabilities are entitled to access our programs, as are people with limited financial resources, and language barriers.
- Ensuring unrestricted access does not occur by accident. Deliberate efforts to design and deliver programs useful and desirable for underserved and minority audiences are documented. Analysis of the efficacy of those efforts is used to improve the effectiveness of subsequent actions to extend the benefits from our programs to diverse audiences.
- We review compliance with our policies through a variety of administrative reviews and audits of our public notification procedures, records, and successes and challenges in meeting our diversity goals.

### Legislative Directives for Civil Rights

Primary directives for UI Extension policies and procedures are based on several specific pieces of Federal Legislation. Summaries of these documents are presented in [Appendix E](#), with hyperlinks for the original legislation and guidelines. Individual directives for civil rights include:

- Title VI of the Civil Rights Act of 1964. 42 U.S.C. § 2000d *et. seq.* which prohibits discrimination in any Federally assisted programs.
- Title VII of the Civil Rights Act of 1964 (*Pub. L. 88-352*) and as amended by The Civil Rights Act of 1991 (*Pub. L. 102-166*); relating to equal employment opportunity.
- Title IX, Education Amendments of 1972 (title 20 U.S.C. Sections 1681-1688) prohibiting sex discrimination in educational institutions.
- The Americans with Disabilities Act of 1990, Titles I and V (*pub. L. 101-336*) (*ADA*).

These and other Acts that affect the policies and procedures of UI Extension can be found through the USDA-CSREES website at:

[http://www.csrees.usda.gov/about/offices/equalop\\_require.html](http://www.csrees.usda.gov/about/offices/equalop_require.html).

For more information about how increasing diversity improves our programs, see [Appendix D](#).

## Who Carries Out Policies and Who Oversees Civil Rights Compliance?

All Extension employees are responsible to conduct all business of the organization in accordance with our State Extension Civil Rights and Diversity Policies and Procedures, as described in this document. The policies and procedures are intended to 1) make our educational programs universally accessible, and 2) provide documentation of what we have done to make those programs accessible. It is the responsibility of each supervisor to monitor and evaluate the effectiveness of policies implemented by their supervisees.

### Civil rights leaders and plans in county offices

Effective administration requires delegation of responsibility. Each county Extension chairperson is designated civil rights leader for that county. The county civil rights leader's responsibilities are to oversee implementation of the State Extension Civil Rights and Diversity Policies and Procedures in the county.

The State Extension Civil Rights Policies and Procedures require that: a) all extension personnel comply with all civil rights policies and legislation, b) each employee follow state policies and procedures in the conduct of their administrative and program responsibilities, and c) county and staff civil rights records be maintained. Each member of the county Extension faculty and staff is responsible to advance the goals of the State Extension Civil Rights and Diversity Policies and Procedures, providing unhindered access to education and employment opportunities delivered by the organization.

Effective county staffs review each person's responsibilities at least once a year at staff meetings and record the responsibilities in staff minutes. The designation of county civil rights leader should be restated in staff minutes and on position descriptions annually.

## Reaching our Civil Rights and Diversity Goals

The goal of various Civil Rights legislation and of our policies is to deliver programs to all people who will benefit, regardless of their human characteristics or situation. As an indicator of our success, our portfolio of programs should result in **Balanced Participation**. Balanced participation occurs when the ethnicity, race, gender, age, religion, and economic characteristics of participants across our portfolio of programs are representative of the county population as a whole. *Parity*, a more widely-used term for balanced participation, is described in [Appendix F](#).

The means for achieving balanced participation are consistent with the Extension philosophy and are compatible with long-respected Extension practices. Balanced participation occurs because Extension uses specific strategies to *assess needs*, to *design* and *deliver relevant programs*, and to *notify the public* about opportunities to participate.

## Assessing Needs

### Program content

Program content may be a barrier to participation by certain underserved audiences. To achieve balanced participation, Extension must have a product that is desired by the target audience. To this end, Extension is obligated to assess learner needs of underserved audiences, and to deliver programs in accordance with those needs. Where balanced participation is not being achieved, Extension must take action to increase the presence of under-represented groups on advisory committees and program planning activities. Customer needs assessment must include underserved audiences as respondents, and may require procedures that are specifically designed to identify issues important to under-represented groups. See: <http://www.csrees.usda.gov/business/reporting/planrept/pdf/PlanofWorkGuidelines.pdf>.

### Designing and delivering programs to reach diverse and underserved clientele

Including community members on your advisory committees who represent specific target groups will increase the relevance of programs offered for members of that group. However, increasing participation by the target audience also requires that the program be designed and delivered in such a way as to overcome barriers that might interfere with their participation. Potential barriers to participation may include language barriers, cultural barriers, economic barriers, and access barriers. We are further obligated to make *reasonable accommodation* for individuals with specific communication disabilities or learning needs. Strategies to eliminate these potential barriers are discussed in the following paragraphs.

### Language barriers

Language barriers may limit participation in Extension programs. Wherever balanced participation is not being achieved, Counties should advertise programs in Spanish if the resident population identified as Hispanic exceeds 10% of the census population. Spanish language notification procedures and exceptions are to be addressed in the County Situation Statement, the County Marketing Plan, or through other formal means.

If the target audience is likely to include a significant population of Spanish-speaking participants, the program should include Spanish-language instruction, Spanish written materials, and/or Spanish translation. If the program is to be presented in English only, that information should be included on Spanish-language notices about the program. Strategies for counties to use to pay for and accomplish any necessary translation should be described in the County Situation Statement, County Marketing Plan, or County Public Notification Plan.

On August 11, 2000, the President signed Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency." The Executive Order requires Federal agencies to examine the services they provide, identify any need for services to

those with limited English proficiency (LEP), and develop and implement a system to provide those services so LEP persons can have meaningful access to them. It is expected that agency plans will provide for such meaningful access consistent with, and without unduly burdening, the fundamental mission of the agency.

To assist Federal agencies in carrying out these responsibilities, the U.S. Department of Justice has issued a Policy Guidance Document, "Enforcement of Title VI of the Civil Rights Act of 1964 - National Origin Discrimination Against Persons With Limited English Proficiency" (LEP Guidance). This LEP Guidance sets forth the compliance standards that recipients of Federal financial assistance must follow to ensure that their programs and activities normally provided in English are accessible to LEP persons and thus do not discriminate on the basis of national origin in violation of Title VI's prohibition against national origin discrimination. The Executive Order can be found at:

<http://www.usdoj.gov/crt/cor/Pubs/eolep.pdf>. LEP guidance can be found at:

<http://www.usdoj.gov/crt/cor/lep/DOJFinLEPFRJun182002.pdf>.

## Cultural barriers

Cultural barriers are those conditions that limit or exclude participation of racial, minority, religious, and ethnic groups. Some cultural barriers may exclude potential participants from attending their first event; others may dissuade individuals from returning to a second program. For example:

- Scheduling events to conflict with major religious or ethnic holidays or events.
- Staging activities or events in potentially uncomfortable locations, such as churches, bars, or private clubs, or in locations where minority groups were previously rejected or in which "threats" and unpleasant experiences occurred.
- Program announcements insensitive to the degree of alienation by, and extent of belonging to, the dominant clientele group in the area, as viewed by the disadvantaged and minority groups. For example, using promotional photos with all Caucasian subjects, or announcing the time of an event as "after church on Sunday"
- Perception or previous experience about the extent of courtesy, tact, and recognition of human dignity accorded the disadvantaged and minority groups by Extension staff.
- Program activities that include food or activities that are insensitive to religious or cultural dietary or behavioral restrictions.

## Economic barriers

Economic barriers and social inhibitors that may limit or prevent effective participation of disadvantaged or alienated clientele in programs of the Cooperative Extension System are to be avoided. The many potential barriers and inhibitors are not restricted to any one category of the public, but may apply to many groups of potential participants.

- Economic barriers are those conditions of an economic nature that limit or exclude participation of disadvantaged, alienated, racial, minority, and ethnic groups. For

example: Programs, activities, consultative services and events conducted involving high cost or capital investment in which clientele are asked to participate.

- Programs, meetings, tours, activities, and events conducted for individuals and groups based upon high levels of income and affluence.
- Program activities (demonstrations, adaptive research, for example) conducted which require extensive purchases of equipment or supplies.
- Projects, camps, and recreational activities with extensive financial requirements for membership and participation, including dress and travel.
- Program activities that require reciprocal entertaining, costly materials, registration and consultation fees and meals.
- Programs that involve in-depth schools with fees, entertainment, meals, and travel.
- Overemphasis on meeting continuous demands of commercial cooperators, leaving insufficient time and attention of Extension staff to meet needs of other customers.

### Access barriers

Access barriers to facilities may be significant physical barriers to potential program participants and employees. Our workplaces and facilities used to deliver Extension programs are required by law to be accessible to people in wheelchairs. Wheelchair ramps, elevators, or other means to access facilities are required. Where wheelchair access cannot be provided permanently, individuals must be advised on-site about how to gain access (e.g. a placard and telephone located at the entrance to a stairway, providing instructions of how to call for immediate assistance).

### Reasonable accommodation

Federal law provides that programs and facilities must be accessible (Section 504 of the Rehabilitation Act). The federal regulations state: "shall provide auxiliary aids to persons with impaired sensory, manual or speaking skills, where necessary to afford such persons an equal opportunity to benefit from the services." This is interpreted to include educational services and programs, and applies to both clientele/students and staff who may be impaired.

There is no clear definition of reasonable accommodation. There are, however, examples of the meaning. It does include such actions as providing sign language interpreters for the hearing impaired or using special equipment to assist the sight impaired. The difficulty arises when making accommodations would be so costly that the program is jeopardized in some other way.

We are under the mandate to provide the service/assistance necessary. If we have specific cases where we think we cannot provide reasonable accommodation, we need to consult with the University Office of Diversity and Human Rights (208-885-9229).

## Special communication needs

Perspective participants may require special accommodations such as sign-language translators and visual enhancement aides. We are required by law to make reasonable effort to provide such accommodation. In order that we can arrange to provide “reasonable accommodation” we are entitled to establish a time limit for special requests. The office delivering the program is expected to bear the cost of any special needs that are requested by the advertised deadline. This may be difficult and costly in some rural areas because of the non-availability of signers, except at great expense. In such a case, we need further consultation with University Office of Diversity and Human Rights (208-885-9229). To communicate to the public our commitment to accommodate special needs, we are required to include on all program and event announcements a statement offering reasonable accommodation, including information about whom to contact for assistance and a deadline by when such requests are to be made.

### *SAMPLE OF SPECIAL NEEDS STATEMENTS FOR PUBLIC COMMUNICATIONS:*

- Anyone attending this program that requires auxiliary aids or services should contact (person responsible) at (address, telephone number, email) at least two weeks prior to the event.
- Other samples of reasonable accommodations statements are found in [Appendix G](#).

## Other barriers

Other barriers may exist that prevent certain people from participating in Extension programs. Programs intended to target limited-resource audiences may not succeed if participants are required to drive to the event. Locating programs in close proximity (walking distance) may be needed to attract persons with limited means. Similarly, families with small children, single-parents, two-earner households, or other underserved audiences may be unable to participate in Extension events at certain times of day or certain days of the week. Learning situations where subject matter content is too complex limits our effectiveness to meet the needs and solve problems of some clientele. Programs need to be planned in anticipation of special needs, and delivered to maximize access and minimize barriers to participation.

## **Notifying the Public**

Offering a blend of programs to match audience needs, and delivering those programs at times and locations that are suitable for potential clientele, are critical ingredients to achieving balanced participation. However, it is also necessary that the target audience is aware of program opportunities and that they feel welcome to participate.

Extension policies for public notification serve these two purposes: first, to welcome the public by informing them of our policies of nondiscrimination and reasonable accommodation; and second, to ensure that the public is sufficiently aware of our programs to ensure access.

## Communicating our policies

Equal opportunity and access policies are stated on all of our published documents (printed or otherwise), and all of our official correspondence. In most cases, this communication is accomplished by attaching a statement on the footer of our letterhead or on the publication information page for other documents.

A simple Civil Rights AA/EEO statement used is on CES programs, pamphlets, newsletters, educational materials, job announcements, and similar publications:

### *PUBLICATION STATEMENT #1:*

- The University of Idaho is an equal opportunity/affirmative action employer and educational organization. We offer our programs to persons regardless of race, color, national origin, gender, religion, age, sexual orientation, or disability.

More examples for publications are included in [Appendix H](#). While the language varies somewhat, the message is clear and consistent.

Official correspondence from UI Extension is another opportunity to proudly communicate our non-discrimination policies to the public. Although variation in such a statement is permitted, the model letterhead statement to be used for official University business is:

### *PUBLICATION STATEMENT #2:*

- To enrich education through diversity the University of Idaho is an equal opportunity/affirmative action employer and educational institution.

## Public display

The nondiscrimination poster “And Justice for All” is to be prominently displayed in all offices permanently used by Extension in serving the public. When practical, the “Justice for All” poster should also be prominent at 4-H camps and other meeting facilities. The University of Idaho Nondiscrimination Policy Statement is also to be displayed in a prominent place in all UI Cooperative Extension Offices.

## Complaints

Any persons wishing to file a complaint about discrimination are to be informed that their complaint should be submitted to the Secretary of Agriculture, Office of Civil Rights, Washington DC 20250-9410; 202-720-5964 (this information is printed on the “Justice for All” poster).

No one may, in any way, try to interfere with the filing of a formal complaint. However, Extension employees are encouraged to inquire about the nature of the complaint, and to offer the offended person any assistance or remedies that are within the scope of our policies. In all cases, Extension Administration is to be informed immediately when such events occur.

## Informing our partners

Extension is prohibited from conducting business or providing services to any individuals or organizations that discriminate. It is our responsibility to notify our partners and collaborators of our policies, and to discontinue our relationship with any partners or collaborators if discrimination is practiced. It is our policy that each organization with whom we work (on a regular basis; e.g. once each year or more often) will be notified of our non-discrimination policies. Organizations to be included are those with whom Extension workers maintain continuing substantial assistance or continuing cooperative relationships in conducting Extension programs. It is not necessary to repeat this notification if the requirements were previously met by the organization, unless the faculty member becomes aware of changes in membership requirements or policies.

To accomplish this required notification, an official letter ([Appendix I](#)), including a written description of the UI-CES Civil Rights Policy ([page 1](#)), must be mailed or delivered in person to each such organization, explaining that we are unable to provide services or assistance to organizations or institutions that discriminate or exclude any person from membership because of race, sex, color, religion, national origin, handicap, age, or sexual orientation.

The letter of notification must instruct the recipient to notify the County Extension Office immediately if that organization condones or practices any form of discrimination that conflicts with the Extension Civil Rights and Diversity policies.

*THERE SHOULD BE ON FILE IN THE COUNTY OFFICE:*

- Signed copies of the written notification from the county Extension office to appropriate officials of adult organizations in the county, and leaders of youth organizations in the county should be kept in the file indefinitely.
- Copies of all responses received from organizations related to our Civil Rights policies.

To communicate our non-discrimination policy to other organizations (those with whom we have less frequent activity), a statement of non-discrimination, such as that used on our publications (see publication [example #2](#), above), that is appended to any collaborative agreements or other correspondences will serve as sufficient communication of our policy.

## **Providing Access Through Awareness**

County Extension offices are to ensure that all potential clients are aware of their program offerings. Efforts to inform the public about upcoming programs should be proportional to the County's need to improve balanced participation. Public notification strategies include:

- Use of available mass media, including radio, newspaper, posters, newsletters, and television, to inform potential recipients of the program and of opportunities to participate.
- Personal letters and circulars addressed to defined potential recipients, inviting them to participate, including dates, meeting locations, or other planned activities.
- Personal visits by the county Extension staff member(s) to a representative number of defined potential recipients, in the geographically defined area, to encourage participation.

Documentation is needed to show that “all reasonable efforts” have been made to notify potential participants. Copies of mass media releases, handbills, newsletters, etc. are sufficient documentation that the public has been notified. Personal visits may be documented by recording and filing details of the visits including: the name of the contact person, date and location of the visit, the person making the visit, and any summary responses and other related information about the visit.

### Postal notification

Postal Service notification, whether by individual letters or newsletters, is only partially sufficient to notify perspective participants of a program, unless the mailing is delivered to each residence within the target area. If announcements are sent to partial mailing lists, then notification of educational activities must also include mass media, public postings, or personal contacts as described below.

### Mass media notification

Information needed to effectively advertise educational programs to diverse audiences should be included as part of the County Situation Statement, or elsewhere where it is readily available to educators. Needed information includes:

- A list of mass media outlets used by citizens in the county,
- A description of the demographics represented by residents of the county,

Mass media notices must include a statement indicating that educational programs delivered by UI Extension are open to all people without regard to personal differences (race, religion, gender, etc.), and that persons interested in attending, who have special needs, must contact UI Extension within a specified time prior to the event.

### Public postings notification

Public postings should be used in conjunction with other means, to ensure that the widest possible participation has been solicited.

Public postings should be prepared with proper identifying characteristics (for UI Extension) and appropriate policy statements for inclusivity and reasonable accommodation.

Public postings should be placed in each community served by the program.

Public postings should be placed appropriately so as to reach:

- Target audiences (e.g. farm supply businesses to reach farmers, daycare centers to reach parents, etc.).
- Underserved audiences (e.g. Latin markets, laundromats used by Latino or other immigrants, local clinics, service agencies, religious facilities, and at companies or facilities known to hire minority employees).

In counties with a Spanish-speaking population greater than 10%, public postings should be developed in both English and Spanish-language versions, as prescribed in the County Situation Statement or County Marketing Plan. Spanish-language notices should indicate that the program will be delivered in English, if appropriate.

### Electronic notification

In counties with a Spanish-speaking population greater than 10%, E-mail, web page, and other forms of electronic communications should be available in both English and Spanish language versions, as indicated by the County Situation Statement or County Marketing Plan. When establishing an e-mail distribution list, recipients should be presented an option to receive new information in Spanish or English. Announcements on web pages should have links to Spanish-language translations.

## **Employment Opportunities**

University of Idaho Extension is prohibited from discrimination in our hiring procedures or decisions. We are also obligated to seek employment applications from a diverse pool of prospective candidates, and to make hiring and promotion decisions without discriminating. Ensuring non-discrimination may be accomplished by observing proper procedures throughout the hiring procedure, including: preparing a position description, advertising a vacancy, recruiting candidates, screening applications, interviewing, and making final selections. Specific policies and procedures covering equal opportunity employment practices for each step of the hiring process are described in sections 3060 and 3065 of the Faculty Staff Handbook. If further information is needed, contact CALS Human Resources Office (208-885-7759).

Extension frequently includes non-UI employees on search or screening committees. In these cases, as with internal committees, all members of the committee must be informed of our non-discrimination policies at the beginning of the process, and all committee members are obliged to comply with all UI civil rights and diversity policies as described in sections 3060 and 3065 of the Faculty Staff Handbook ([appendices K, L](#)).

### Affirmative action policies

It is UI policy not merely to refrain from employment discrimination as required by the various federal and state enactments but to take positive affirmative action to realize full

equal employment opportunity for women, racial or ethnic groups, persons with disabilities, and Vietnam-era veterans and to increase substantially the numbers of women and ethnic-group members in positions where traditionally they have not been employed. Specific principles and practices for affirmative action are described in detail in sections 3060 and 3065 of the Faculty Staff Handbook ([appendices K, L](#)).

## **Training, Planning, and Record Keeping**

Our responsibility to serve all people requires planning and participation by all Extension workers: faculty, staff, volunteers, and partners. Empowering all workers to contribute to equal access goals requires that:

- People understand our policies (training)
- People know how to comply with policies (written plans and instructions)
- Our policies and procedures are effective and current (records, revisions, reviews)

### Training

All new Extension employees and volunteers must receive “civil rights” training as part of their new employee orientation. That training shall cover policies and procedures that promote equal access, non-discrimination, respect for human differences, and the value of diversity to achieve the mission of Extension.

Incumbent employees shall also receive periodic “civil rights” training. Incumbent training may occur as special sessions or may be included as a part of regular staff meetings, where civil rights procedures and policies are reviewed, and where implementation of those policies and procedures is planned and revised.

### Planning

All County Extension Offices are required to follow State Extension Civil Rights and Diversity Policies and Procedures. The State Extension Civil Rights and Diversity Policies and Procedures are to be reviewed periodically, and amended as situations, policies, and opportunities change.

### Record Keeping

Records must be maintained for a variety of purposes related to Civil Rights compliance. For these purposes, educators need records to prove or document their actions. Indicators of a successful County Extension Civil Rights program are posed as questions in [Appendix A](#). The *Outline for County Civil Rights and Diversity Documentation* ([Appendix B](#)) describes how to meet those requirements, and the *Civil Rights Compliance Review Form* ([Appendix C](#)) guides Extension reviews of county records and documents.

Mailing Lists: Extension educators must keep address lists for a number of clientele groups, including producer lists, 4-H members lists, etc. References to client ethnicity

are not to be included on the address lists, so that the list cannot be used as a means to eliminate groups from a mailing.

State Extension Civil Rights and Diversity Policies and Procedures require that Counties also keep lists of different clientele groups with race of the persons identified but without their address. The names on civil rights enrollment lists must be the same names as on your mailing lists, to ensure that enrollment is non-discriminatory. Together, the lists document that you have minorities enrolled and informed about Extension programs. Using word processor copying and pasting techniques, you can enter data once and separate the required information into two different lists.

*EXAMPLE ENTRIES:*

Producers' Mailing List	Civil Rights List
John Smith 235 First Street South Anytown, ID 83800	Jones, Ann – H (Hispanic)  Malehea, Salida – A/P (Asian/Pacific Islander)
Ann Jones 3554 North Ave. Sametown, ID 83800	Murphy, Sean – W (Caucasian/European)  Smith, John – NA (Native American)
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## Compliance Reviews and Audits

On-site compliance reviews by the district director will be held in each county Extension office at least once every four years. Reviews will also be held for those counties out of compliance, counties with complaints, or to address concerns by Extension administration. A checklist of review criteria is available in the County Operations Handbook, and is appended to this document ([Appendix C](#)).

Compliance reviews by the staff of the Office of Equal Opportunity representing our Federal Extension partner (USDA-CSREES) are performed periodically. These reviews are performed as an in-house review, and are scheduled for selected counties and the state office approximately every five years by CSREES. The official leading the review will provide an outline of the review procedures prior to the review.

The Equal Opportunity Office of USDA in the office of the Secretary of Agriculture may conduct compliance reviews. These are often multi-agency reviews of all USDA agencies in the county or region.

The Office of Inspector General – the investigation division within the USDA – may perform Civil Rights Audits. These audits are conducted to determine if there is a basis for a complaint that has been filed.

Periodic investigations are made to monitor and ensure that the Cooperative Extension System is in compliance with its civil rights policies and to verify that the affirmative action program is being implemented. Audits are investigations usually made at the request of someone following reports of possible infractions. Compliance reviews and audits are initiated by the Secretary of Agriculture, by Congress, or by other stakeholders.

## APPENDICIES

- A. [Indicators of a Successful Civil Rights and Diversity Program](#)
- B. [Outline for County Civil Rights and Diversity Documentation](#)
- C. [Affirmative Action/civil Rights/EEO Compliance Review for Counties](#)
- D. [Diversity in Extension: Reaching Diverse Audiences](#)
- E. [Civil Rights Legislation](#)
- F. [Civil Rights Terms](#)
- G. [Reasonable Accommodations Statements](#)
- H. [Non-discrimination Statements](#)
- I. [Models of Letters to Organizations](#)
- J. [Forms Useful for County Civil Rights Planning and Record Keeping](#)
- K. [Section 3060 of the Faculty Staff Handbook](#)
- L. [Section 3065 of the Faculty Staff Handbook](#)
- M. [Example of County Public Notification Plan](#)

## A. Indicators of a Successful Civil Rights and Diversity Program

### 1. Facilities and Staff

- Are facilities ADA accessible?
- Are proper notices posted?
- Are records of civil rights training for faculty, staff, and volunteers available?
- Are civil rights responsibilities documented in faculty, staff, and volunteer position descriptions?
- Can faculty, staff, and volunteers describe our civil rights and diversity policies and procedures?
- Are faculty and staff representative of the diversity found in the county?

### 2. Knowledge of Clientele Needs

- Are community-level demographics available?
- Are diverse people and interests represented on advisory committees?
- Do program organizers have contact with minority advocates?
- Has County Extension described its approach to meeting the needs of diverse local clientele?

### 3. Program Advertising and Public Notification

- Do mailing lists include minority clientele?
- Are appropriate methods (mass media) used to reach those not on mailing lists?
- Do program announcements include statements of non-discrimination?
- Are our partners aware of our policies of non-discrimination?

### 4. Do programs achieve goals for Balanced Participation?

- Are participation data available?
- Are there discrepancies between county demographics and clientele participation in Extension programs?
- Are those actions taken by County Extension, which are intended to increase participation by underserved clientele, consistent with the challenge to achieve balanced participation?

## B. Outline for County Civil Rights and Diversity Documentation

County Extension Offices are required to document their intent and actions to implement Civil Rights and Diversity Policies and Procedures, and their success in meeting the goal of balanced participation. The following outline describes the content of required documentation. Some of the Civil Rights and Diversity documentation may be derived from a variety of sources, including County Situation Statements, County Marketing Plans, and IDEAS program reports. In those cases, the County Civil Rights and Diversity files should direct the reviewer to the original source of the documents.

**NOTE:** Counties may choose to organize much of the documentation required for Civil Rights and Diversity compliance into a County Public Notification Plan. See [Appendix M](#) for an example of this approach.

### Guiding Policies and Procedures

- Copy of, or reference to: UI Extension Civil Rights and Diversity Policies and Procedures—including: summaries of Federal Civil Rights Legislation ([Appendix E](#)), and UI Faculty-Staff Handbook guidelines for civil rights ([Appendices K,L](#)).
- Copy of, or reference to County Civil Rights Policies. (optional)
- Copy of, or reference to State of Idaho Civil Rights Policies. (optional)

### Overview of the County and its Population

**NOTE:** The required documentation in this section need not be unique to the County Civil Rights process, but a reviewer may be referred to existing documents, such as the County Situation Statement or Marketing Plan.

- Listing of cities and towns in the county, with population numbers by ethnic categories (prepared according to last U.S. Census data; available at: <http://www.idoc.state.id.us/data/census/>). **NOTE:** A more detailed analysis of ‘where target populations live within the county’ is recommended whenever special efforts are needed to achieve balanced participation. This information is used for documentation of [Section IV-A](#) in the Compliance Review for Counties—Appendix C.
- Spanish-language considerations for public notification in the County. (May include a description of Spanish-speaking residents in the county and guidance to determine when Spanish-language program announcements are required, and when and if Spanish-language content is to be delivered.) Refer to Limited English Proficiency guidelines: see links (under [language barriers](#)) on page 4 of this document.
- A description or list of potential media contacts, postings locations, and organizational contacts useful for reaching Extension audiences, including minority audiences. A locally relevant list of media contacts can be compiled from the statewide list posted by the Idaho Press Club at: <http://idahopressclub.org/MGuide/>

### Public Notification:

- Evidence that the “Justice for All” poster is properly displayed. (Refer to [Notifying the Public](#), on pages 7 and 8 of this document, and to [Section II-B](#) of Appendix C – Compliance Review for Counties.)
- Sample statements for inclusion on all publications and announcements, including non-discrimination statement, and reasonable accommodation statement. (Refer to [Notifying the Public](#), on pages 7 and 8 of this document, and to [Appendices G, H](#).)
- A list or collection of all mailing lists, to be consulted during program marketing and announcement. (Review the discussion on [mailing lists](#), under “Record Keeping” on page 12 of this document and to [Section V-C](#) of Appendix C – Compliance Review for Counties.)
- “Ethnicity” lists or files to cross-reference against mailing lists; to evaluate each mailing list for ethnic inclusivity (with addresses omitted). (Review the discussion on [mailing lists](#), under “Record Keeping” on page 12 of this document and to [Section V-C](#) of Appendix C – Compliance Review for Counties.)
- Signed copies of letters explaining our policies of non-discrimination to partner organizations, and any relevant communication to or from those organizations that refers to our policies of non-discrimination (see [Appendix I](#)).
- To document our activities related to public notification, County Extension Offices are required to maintain sufficient evidence of their efforts, that must include examples of public notification actions, example newsletters, first-class invitations, posters and brochures that demonstrate efforts to reach diverse audiences. These materials are used to support [Section VI](#) of Appendix C – Compliance Review for Counties.

### Reasonable Accommodation

Review [pages 4 to 7](#) in this policy document—including links to Limited English Proficiency references, and [Appendix E](#)—including links to the Americans With Disabilities Act. Refer to [Section II—D, E and F](#) of Appendix C – Compliance Review for Counties.

- Maintain a record of facilities regularly used for Extension programs and events, indicating ADA compliance. (See [Appendix J-3](#), for example.)
- For non-ADA accessible facilities, document efforts, plans, and alternative arrangements to bring the facility into ADA compliance.
- Maintain a list of resource people who may be used for sign language or for Spanish-translations, and sources of equipment or other special requirements known to be needed locally. (See [Appendix J-3](#), for example.) For resources, contact the Idaho Council for the Deaf and Hard of Hearing at 208-334-0879 or <http://www2.state.id.us/cdh/csdirectoryupdatesforwebsite.pdf>.

### Training and Compliance Records

To document our efforts to understand and implement State Extension Civil Rights and Diversity Policies and Procedures, County Extension Offices are required to maintain the following records. (Refer to [Sections III—A and B](#) of Appendix C).

- Copies of Position Descriptions for all County faculty, staff, and volunteers are to describe responsibilities to follow Civil Rights and Diversity policies and procedures, and need to be available as a part of the overall County Civil Rights documentation.
- A schedule of civil rights topics and policies for office-wide training or discussion, and a record of participation. (See [Appendix J-4](#), for example.)

#### OR

A record of completion of civil rights training for each office employee, and Minutes of staff meetings that document discussion of civil rights-related issues.

- A file of past County Civil Rights Review documents including Review forms and follow-up documentation of actions taken to address any deficiencies.

### Intent and Achievements in Balancing Participation

- Periodic summaries or complete individual records of program participation data, including ethnicity, gender, and age categories of participants. These data may be derived from IDEAS reports; and are input for [Section IV](#) of Appendix C).
- Listings of all County Extension Advisory Group members, including ethnicity, gender, and age categories of participants (see Appendix C, [Section V-B](#); and [Appendix M](#)).
- Counties are required to create and maintain documentation that describes specific actions that were taken to achieve balanced participation (see policy sections [pages 4](#) to 11). Much of this documentation may be similar to that required elsewhere in the file, including worksheets from [Appendix J](#), the County Situation Statement, and descriptions of targeted efforts to diversify Extension audiences.



# University of Idaho Cooperative Extension System

## C. Affirmative Action/Civil Rights/EEO Compliance Review for Counties

Date: \_\_\_\_\_

County: \_\_\_\_\_

### I. GENERAL

List personnel, including educators, aides, secretaries:

Name	Position Title	Gender	Race

### II. COMPLIANCE

- A. Does the county have a current civil rights file for plans, policies, procedures and documentation? Yes  No
  
- B. Are the required posters on prominent display? Yes  No 
  - 1. "And Justice For All" posted? Yes  No
  - 2. University of Idaho Policy of Nondiscrimination Yes  No
  
- C. Do information materials released to the public (newsletters, publications, event announcements) indicate that Extension programs are open to all regardless of race or gender? Yes  No
  
- D. Do all meeting announcements include a statement concerning requests for ADA accommodations needed? Yes  No

- E. Are organizations/groups who work with Extension informed of our policies of non-discrimination? (e.g., civic, commodity, church groups) Yes  No   
 Are letters of notification on file? Yes  No
- F. Can staff knowledgeably advise clientele about filing complaints? Yes  No
- G. Is the County Extension office ADA accessible? Yes  No
- H. Are meeting rooms and facilities ADA accessible? Yes  No
- I. Narrative comments regarding county plans for reaching ADA compliance:

**III. KNOWLEDGE**

- A. Are County faculty and staff knowledgeable about civil rights and diversity policies and procedures? Yes  No 
  - 1. Are Civil Rights and Diversity responsibilities included in all faculty and staff position descriptions? Yes  No
  - 2. Does the County Situation Statement include data that guides the inclusion of underserved and minority audiences? Yes  No
  - 3. Is the County Situation Statement up to date? Yes  No
- B. Do faculty and staff receive regular Civil Rights and Diversity Training? Yes  No 
  - 1. Is there a current civil rights & diversity training schedule? Yes  No
  - 2. Is civil rights and diversity training provided for volunteers? Yes  No
  - 3. Percentage of staff and volunteers who attended training during past year. Yes  No
  - 4. Is civil rights and diversity training provided for county staff? Yes  No
  - 5. Are training activities recorded or documented in staff meeting minutes or on training documentation form? Yes  No

staff \_\_\_\_\_ vols. \_\_\_\_\_

**IV. ACHIEVING BALANCED PARTICIPATION**

**A.** Fill in the following table, using census data and clientele participation data. (If this information is available as part of the County Situation Statement, please attach)

	2000 Census		A/NR		Family/Youth	
	County Population		Contacts		Community Contacts	
	Number	Percent	Number	Percent	Number	Percent
White						
Black						
Native American						
Hispanic						
Asian/Pacific Islander						
Total						
Male						
Female						

**B.** How close do percentages of actual contacts by race and gender approximate percentages of potential clientele? Explain any discrepancies from balanced participation goals.

**V. EVIDENCE OF EFFORTS TO ACHIEVE BALANCED PARTICIPATION**

**A. Knowledge**

1. Is a review of county civil rights/equal opportunity/ affirmative action goals and efforts included regularly in staff conferences and recorded in staff meeting minutes? Yes  No

**B. Needs Assessment and Priority Setting**

1. Membership of all advisory or planning committees should show a balance of participation by race and gender.

	White	Black	Native American	Hispanic	Asian/ Pacific Island	Total	Male	Female
County Overall Advisory Committee								
Agriculture/ Natural Resources								
Family/ Community								
4-H/Youth Adv. Comm.								
4-H Expansion & Review Committee								
Other:								

2. Narrative comments related to committee representation.

**C. PROGRAM ADVERTISING TO UNDERSERVED AND MINORITIES**

1. Do educators maintain rosters of program participants on file? Yes  No
2. Do educators make an effort to include minorities and members of both genders on their mailing lists? Yes  No
3. Is a list of minority clientele maintained separately from the mailing list? Yes  No

**VI. PROGRAM AREA EFFORTS TO DIVERSIFY AUDIENCES**

Briefly describe efforts made to target specific minority participation and to maintain or increase minority participation in programs. Examples of specific efforts include: adjustments in program content, advertising strategies, direct contacts with minority representatives, methods of delivery, location of program, scheduling of programs, removal of barriers (e.g., scholarships, daycare, etc.). Attach success stories from previous annual reports.

**A. Agriculture and Natural Resources****B. Family and Community****C. Youth and 4-H**

<u>Deficiencies Noted:</u>	<u>Corrective Action Needed:</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Signatures of County Chair, Faculty and Staff**

_____	_____
County Chair	Date
_____	_____
_____	_____
_____	_____

**County has four (4) months from the completion of this review to complete corrective action taken. Documentation that suggested improvements have been made must be sent by the Chair not later than \_\_\_\_\_ to the District Director with a copy to the Associate Director.**

Review completed by:	
_____	_____
District Reviewer/Director	Date
Documentation of corrective action was received on:	_____

## D. Diversity in Extension: Reaching Diverse Audiences

“Excellence in Extension is attained by developing educational programs with the highest standards of quality. As educational programs are designed, it is important to balance traditional wisdom about sound educational practices, contemporary realities, and issues with changing societal needs. With the change to a more diverse workplace, marketplace, and population base, Extension programs must demonstrate a responsiveness to diverse audiences and meet the specific, identified needs of the audience served.” (The Subcommittee on Extension Diversity of the Personnel and Organization Development Committee presented at the National Extension Directors and Administrators Conference, February 18, 1998.)

It is not sufficient that Extension continue to focus our energies only on those audiences with whom we have had past successes. If Extension is to remain of value to people and communities (and taxpayers), we must expand the impacts of our efforts to the benefit of more residents.

Extension is obligated to reach underserved audiences through its educational programs. Guidelines for planning and reporting outreach are based upon AREERA (Agricultural Research, Extension, and Education Reform Act of 1998) and can be found in Part VII, Department of Agriculture Cooperative State Research, Education, and Extension Service Guidelines for State Plans of Work for the Agricultural Research and Extension Formula Funds at:

<http://www.csrees.usda.gov/business/reporting/planrept/pdf/PlanofWorkGuidelines.pdf>

The complete text of the Agricultural Research, Extension, and Education Reform Act of 1998 7 U.S.C. 7601 (AREERA) can be found at:

<http://www.csrees.usda.gov/business/reporting/planrept/pdf/areeraact.pdf>.

## E. Civil Rights Legislation

Following are summaries of Civil Rights Legislation relevant to Cooperative Extension.

1. **Title VI of the Civil Rights Act of 1964.** Specifies that no person in the U.S. shall, on the grounds of race, color, religion, sex, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. Affirmative action measures should be taken to assure equal opportunity and make up for historic and continuing discrimination—available at: <http://www.usdoj.gov/crt/cor/coord/titlevi.htm>.

2. **Title VII of the Civil Rights Act of 1964.** States that the policy of the U.S. Government is to provide equal opportunity in employment for all persons; to prohibit discrimination in employment because of race, color, religion, sex, or national origin; and to promote equal opportunity through affirmative action in each Federal department and agency. Equal opportunity must be an integral part of personnel policy and practice including employment selection, training, advancement and treatment—available at: <http://www.eeoc.gov/policy/vii.html>.

**3. Title IX of the Education Amendments of 1972.** The specific purposes of Title IX are to prohibit discrimination against individuals in federally funded programs or activities, and in every aspect of employment because of their gender. Title IX provisions include prohibitions against male/female job-related stereotyping, sexual harassment, unequal opportunities for training, advancement and other benefits of employment—available at: <http://www.dol.gov/oasam/regs/statutes/titleix.htm>.

**4. Americans with Disabilities Act of 1990.** Title I states that no entity shall discriminate against a qualified individual with a disability because of the individual's disability in regard to job application procedures, hiring, advancement, discharge, compensation, training and other terms, conditions and privileges of employment.

Title II of the Act states that no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs or activities of a public entity, or be subjected to discrimination by any such entity. A "qualified individual with a disability" is any individual with a disability who, with or without reasonable modifications to rules, policies or practices; the removal of architectural, communication or transportation barriers; or the provision of auxiliary aids and services, meets the essential eligibility requirements of employment, receipt of services or participation in programs or activities provided by a public entity--available at: <http://www.eeoc.gov/policy/ada.html>.

**5. The Civil Rights Act of 1991 (CRA).** Effective November 21, 1991, the Civil Rights Act of 1991 reverses in whole or part several Supreme Court decisions interpreting Title VII. The 1991 CRA includes the following provisions: Requires the employer to demonstrate that a challenged employment practice is job-related for the position in question and consistent with business necessity. Stipulates that a violation is established when discrimination is a motivating factor, even though other factors also motivated the challenged actions. Allows an employee to challenge a seniority system allegedly adopted with a discriminatory purpose when that system adversely affects them, or when they become covered by it.

Extends Title VII and ADA coverage to U.S. citizens employed by U.S. companies abroad. Permits charging parties to secure jury trials in Title VII and ADA disparate treatment actions. Provides for compensatory and punitive damages for victims of intentional discrimination under Title VII and ADA. Includes expert witness fees in the definition of recoverable attorney's fees under Title VII and the ADA—available at: <http://www.eeoc.gov/policy/cra91.html>.

**6. Affirmative Action.** Proactive measures to assure equal opportunity, mandated in Title VI of the Civil Rights Act of 1964. Affirmative action activities are undertaken to make up for historic and continuing discrimination and the continuing impact of historical discrimination.

## 7. Racial/ethnic categories:

- Black, not of Hispanic origin - a person having origins in any of the black racial groups of Africa.
- White, not of Hispanic origin - a person having origins in any of the original people of Europe, North Africa or the Middle East (Caucasian).
- Hispanic - a person of Mexican, Puerto Rican, Cuban, Central American, South American or other Spanish culture or origin, regardless of race.
- Asian or Pacific Islander - a person having origins in any of the original peoples of the Far East: Southeast Asia, the Indian subcontinent, specific Islands (China, Japan, Korea, Philippine Islands, Samoa).
- American Indian or Alaskan Native - a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
- Additional sub-categories based on national origin or primary language spoken may be used where appropriate, on either a national or regional basis.
- Racial-ethnic designations do not denote scientific definitions of anthropological origins. A program participant may be included in the group to which he/she appears to belong, identifies with, or as is generally regarded in the community.

## F. Civil Rights Terms

**Parity.** An Extension program is in parity when the participation of individuals of minority groups reflects the proportionate representation in the population of potential recipients. A program will be considered in compliance when its participation has reached 80% of parity. UI Extension uses the term *Balanced Participation* to describe parity in program participation.

**Potential Audience/Recipients.** Potential recipients are persons or groups within your defined geographic area who might be interested in or benefit from the educational program. Potential recipients should be estimated for each program carried out in the county Extension office. For instance, county Extension educators may conduct family living programs in nutrition, family financial finances and parenting. Potential recipients should be estimated for each of these three efforts. Potential recipients are estimated by using a combination of county demographic data and the Extension educator's knowledge and information about the population of the county. When a target audience is defined during program planning, it should be inclusive of the entire potential recipients as defined by demographic data.

**All Reasonable Effort.** Extension must be able to demonstrate that federally funded programs or activities have been made available to the maximum possible potential audience of a given locale or area. Three steps are required to demonstrate that all reasonable efforts have been made: (a) the use of all available mass media; (b) the use of personal letters and/or flyers or publications; and (c) the use of personal contacts (invitations to participate) by Extension staff.

The minimum reasonable effort required by county Extension staff members includes the following items:

- Use of all available mass media, including radio, newspaper and television, to inform potential recipients of the program and of opportunity to participate.
- Personal letters and flyers/publications addressed to potential recipients inviting them to participate, including dates and places of meetings or other planned activities.
- Personal visits by the county Extension staff to a representative number of defined potential recipients in the geographically defined area to encourage participation.

**Adequate Public Notification.** Public notification plans are a part of the delivery mode in the affirmative action goals related to the Civil Rights Act of 1964. Extension program outreach should use the most diversified possible communications to attract persons of all races, colors, religions, genders, and national origins to participate. Examples include posters, flyers, minority organization bulletin board notices, stuffers in utility, or other public mailings.

## **G. Reasonable Accommodations Statements**

Examples of acceptable reasonable accommodation statements include:

- Persons with disabilities who require alternative means for communication or program information or reasonable accommodations need to contact name of contact by deadline date at address, phone, email.
- Anyone attending this program that requires auxiliary aids or services should contact name of contact at address, phone, email at least two weeks prior to the event.
- Reasonable accommodations will be made for persons with disabilities and special needs who contact (person responsible) by (date) at (address, telephone number, email).

## H. Non-discrimination Statements

Different communications may call for different kinds of nondiscrimination statements. For example, for a post card notice of a program, we may be limited as to the amount of space available, and a short statement is desirable. For public postings, it may be desirable to use a more complete explanation of our policies.

### Examples of acceptable statements of nondiscrimination:

“To enrich education through diversity the University of Idaho is an equal opportunity/ affirmative action employer and educational institution. University of Idaho and U.S. Department of Agriculture Cooperating.”

“The University of Idaho is an equal opportunity/affirmative action employer and educational organization. We offer our programs to persons regardless of race, color, national origin, gender, religion, age, sexual orientation, or disability.”

“The University of Idaho does not discriminate in education or employment on the basis of human differences, as required by state and federal laws.”

“The University of Idaho Cooperative Extension System is an equal employment opportunity – affirmative action employer authorized to provide education, information, and other services only to individuals and institutions that function without regard to race, color, national origin, gender, religion, age, sexual orientation, or disability. U.S. Department of Agriculture, University of Idaho, and County Governments Cooperating.”

“It is the policy of the University of Idaho Cooperative Extension System that all persons shall have equal opportunity and access to the programs and facilities without regard to race, color, sex, religion, national origin, age, marital status, parental status, sexual orientation, or disability.”

## I. Models of Letters to Organizations

### Model letter to organizations that discriminate: (Use your own letterhead.)

Name of Recipient  
Office Held  
Name of Group  
Town, ID Zip

Dear \_\_\_\_\_:

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

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

Sincerely,

Extension Educator

### Model Letter To Partner Organizations: (Use your own letterhead.)

Name of Recipient  
Office Held  
Name of Association or Group  
Town, ID Zip

Dear \_\_\_\_\_:

UI Extension is funded partly by federal funds. We are required by the Secretary of Agriculture, USDA, to inform all organizations to whom we provide "significant assistance" that we cannot provide such assistance if the organization discriminates on the basis of race, color, national origin, sex, handicap or religion. We are further restricted from assisting firms that discriminate in any aspect of employment or workplace environment based on sex.

If we learn that an organization does discriminate, we are required to notify its officers, in writing, that we can no longer provide assistance or programs to that organization. We understand that your organization does not discriminate and we are pleased that we may continue to serve you. The legislation that requires this notice from us is the Civil Rights Act of 1964 and the Education Amendment of 1972.

Sincerely,

Extension Educator

**J. Forms Useful for County Civil Rights Planning and Record Keeping**

Public Notification Datasheet . . . . . J-2

County Facilities and Resources Datasheet . . . . . J-3

County Civil Rights Training Record . . . . . J-4

Extension Activity Checklist . . . . . J-5



County Facilities and Resources Datasheet

County: \_\_\_\_\_ Date: \_\_\_\_\_

FACILITY	Wheelchair Accessible		"And Justice" Posted	
	Yes	No	Yes	No
Extension Office				
Extension Conference Room				
Other Facilities Used for Extension Programs (specify)				

Special Needs Resources	Name	Address	Phone
Sign-language translators			
English-Spanish translators			

Other Special Needs	Description:	Source:

County Civil Rights Training Record

County: \_\_\_\_\_

Date: \_\_\_\_\_

County Civil Rights Leader: \_\_\_\_\_

<p><u>Key to Training Types:</u>                  orientation training                  policy training                  policy discussions                  other</p>	<p><u>Common Training Topics:</u>                  Non-discrimination                  Public notification                  Reasonable accommodation                  Volunteer training                  Policy implementation                  Record keeping                  Increasing minority participation                  Handling complaints</p>
--	---

<b>Date</b>	<b>Location</b>	<b>Type</b>	<b>Topics</b>
<b>Participants</b>			
<b>Date</b>	<b>Location</b>	<b>Type</b>	<b>Topics</b>
<b>Participants</b>			
<b>Date</b>	<b>Location</b>	<b>Type</b>	<b>Topics</b>
<b>Participants</b>			
<b>Date</b>	<b>Location</b>	<b>Type</b>	<b>Topics</b>
<b>Participants</b>			
<b>Date</b>	<b>Location</b>	<b>Type</b>	<b>Topics</b>
<b>Participants</b>			

Extension Activity Checklist

Title of Activity: \_\_\_\_\_ Date: \_\_\_\_\_

Responsible Extension Employee: \_\_\_\_\_

Target Audience: \_\_\_\_\_

Communities served: \_\_\_\_\_

Public Notification: types of notification used (check all that apply)

- First-class mail
- Newsletters
- Flyers/brochures
- Public postings
- Radio
- Newspapers
- Television
- Group invitations (specify)
- Other (specify)
- Other (specify) \_\_\_\_\_

Notes:

Facilities used for program:

Location(s):	ADA Compliant (circle)	
	Y	N
_____	Y	N
_____	Y	N

Partner Organizations or Agencies:

_____	_____
_____	_____
_____	_____

## **K. Section 3060 of the Faculty Staff Handbook**

UI FACULTY-STAFF HANDBOOK

CHAPTER THREE: 3060

EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

July 2000

3060

### **AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY**

**PREAMBLE:** This section outlines the university's responsibilities vis-à-vis affirmative action and equal opportunity. This section appeared in the 1979 Handbook; it has been changed in minor ways several times since, always to reflect current federal statutes and regulations. More information may be obtained from the Affirmative Action Office (208-885-6591). [See also 6010 and 3065 B.]

#### **CONTENTS:**

- A. Statement of Intent on Equal Opportunity
- B. Statement of Policy on Equal Employment and Educational Opportunity and Affirmative Action
- C. Principles of Equal Employment Opportunity and Affirmative Action
- D. Non-Dilution of Standards
- E. Statement of Responsibility

**A. STATEMENT OF INTENT ON EQUAL OPPORTUNITY.** The University of Idaho recognizes that previous discrimination in employment based upon race, color, national origin, religion, sex, age, disability, or status as a Vietnam-era veteran has foreclosed economic opportunity to a significant number of people in the United States. To correct this inequity and to afford everyone the opportunity to participate without discrimination, UI pledges to eliminate all vestiges of policy that tended, intentionally or otherwise, to discriminate on the grounds proscribed by federal and state laws and, in order to eliminate all traces of discrimination, to take affirmative action to recruit, employ, and promote qualified members of those groups formerly excluded.

#### **B. STATEMENT OF POLICY ON EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITY AND AFFIRMATIVE ACTION.**

B-1. It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of

1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, and other federal and state statutes and regulations.

B-2. It is also UI policy not merely to refrain from employment discrimination as required by the various federal and state enactments but to take positive affirmative action to realize full equal employment opportunity for women, ethnic groups, persons with disabilities, and Vietnam-era veterans and to increase substantially the numbers of women and ethnic-group members in positions where traditionally they have not been employed.

**C. PRINCIPLES OF EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION.** In furtherance of this policy, UI will:

C-1. Recruit, hire, train, and promote people in all job classifications without regard to race, color, national origin, religion, sex, age, disability, or status as a Vietnam-era veteran. (An applicant's sex may be a "bona fide occupational qualification," as that term is narrowly construed pursuant to the Civil Rights Act of 1964. Consideration of an applicant's sensory, mental, or physical handicap that would prevent performance of duties essential to a given position is not prohibited.)

C-2. Base employment decisions on the principles of equal opportunity.

C-3. Ensure that promotion decisions are in accord with principles of equal opportunity by imposing only valid requirements for promotional opportunities.

C-4. Ensure that all personnel matters, such as compensation, benefits, transfers, layoffs, returns from layoff, leave, UI-sponsored training, education, tuition assistance, and social and recreational programs, are administered without regard to the factors specified in C-1.

C-5. Ensure that access to and use of facilities are administered without regard to the factors specified in C-1. Such facilities as dormitories, locker rooms, and restrooms must be comparable for both sexes.

C-6. Take affirmative action on behalf of women, ethnic groups, persons with disabilities, and Vietnam-era veterans to eliminate the continuing effects of past discrimination in employment; actively recruit members of these groups for employment; ensure that, in the process of recruitment for and appointment to the work force, no permanent appointment will be made until women, ethnic-group members, persons with disabilities, and Vietnam-era veterans have been sought out and encouraged to apply; and develop a work force that reflects a distribution of women and ethnic-group members consistent with the availability of such persons within the appropriate labor market. [ed. 7-00]

C-7. Provide prompt, fair, and impartial consideration of all complaints of discrimination arising in UI.

C-8. Identify and analyze problems inherent in employment of women, ethnic-group members, and persons with disabilities, and establish result-oriented procedures (including numerical goals when appropriate) for the elimination of such deficiencies; provide a detailed program indicating specific steps toward these ends and timetables

for the prompt achievement of the goals in accordance with the spirit of the law; and take affirmative action to eliminate problems and to achieve the goals (“goals” are defined by federal higher education guidelines as “not rigid and inflexible quotas which must be met, but targets reasonably attainable by means of applying every good faith effort to make all aspects of the entire affirmative action program work”).

C-9. Provide reports on the affirmative action program to the appropriate federal and state agencies and to the university community.

E- . NON-DILUTION OF STANDARDS. Nothing in this policy requires UI to eliminate or dilute standards that are necessary to the successful performance of its educational and research functions. The affirmative action concept does not require that UI employ or promote any person who is less qualified than another person with whom he or she is competing for a particular position or promotion. The concept does require, however, that any standards or criteria that have had the effect of excluding women, minorities, or persons with disabilities be eliminated, unless UI can demonstrate that such criteria are conditions of successful performance in the particular position involved.

E- . STATEMENT OF RESPONSIBILITY.

E-1. Authority and responsibility for implementing, maintaining, and monitoring affirmative action and equal opportunity at UI lie primarily with the president and the affirmative action officer.

E-2. Although the president exercises, in consultation with the affirmative action officer, ultimate authority and responsibility for affirmative action and equal opportunity at UI, the provost and vice presidents are responsible for monitoring and controlling activities within their respective areas of responsibility to ensure full implementation of this policy and program. Deans, directors, departmental administrators, and other officers are similarly responsible within their areas of jurisdiction.

E-3. The Affirmative Action Committee [see 1640.10] has the major faculty responsibility for monitoring and advancing the affirmative action and equal opportunity programs at UI. The committee works closely with administrative officers and attempts to identify relevant rules and regulations pertaining to specific affirmative action and equal opportunity problems at UI and periodically reports on its activities to the Faculty Council. In areas in which it appears that discretion is permitted in the implementation, application, or operation of a specific program, the committee makes appropriate recommendations to the Faculty Council. [ed. 7-00]

E-4. Finally, it is the responsibility of each and every member of the academic community to assist in achieving the aims of this policy and to make equal opportunity a functioning condition of life at UI.

## L. Section 3065 of the Faculty Staff Handbook

UI FACULTY-STAFF HANDBOOK

CHAPTER THREE: 3065

EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

July 1998

3065

### AFFIRMATIVE ACTION AND EQUAL EMPLOYMENT OPPORTUNITY HIRING

**PREAMBLE:** This section outlines UI's policy with regard to Affirmative Action and Equal Employment Opportunity hiring and the procedures for implementation. This section combines two sections of the 1979 Handbook. Both were original to that edition and one (our section A 'policy') has remained unchanged while the other (our sections B through D 'procedures') has been repeatedly changed. All sections are as of July 1996 except where specifically noted as being more recent. Further information may be obtained from the Affirmative Action Office (208-885-6591).

#### CONTENTS:

- A. Policy
- B. Procedures
- C. Affirmative Action Steps and Reports
- D. Further Definition of Protected Groups

**A. POLICY.** The University of Idaho is an equal opportunity and affirmative action employer. It is the policy of the regents that equal opportunity be afforded in education and employment to qualified persons regardless of race, color, national origin, religion, sex, age, disability, or status as a Vietnam-era veteran. [See 2200 III-4, 2300 VII, 3060 A, 3210, and the "Statement of Nondiscrimination" on page ii of this handbook.

**B. PROCEDURES.** The procedures described below apply to the filling of board-appointment positions, including those that are part-time or temporary, but excluding positions for graduate assistants, instructional assistants, and postdoctoral fellows.

**B-1. GENERAL.** The University of Idaho strives to hire the best-qualified available person for each position. Many of the affirmative action procedures are intended to result in documenting the establishment of and agreement on a working definition of "best qualified," the extra effort made to recruit women, persons of color, persons with disabilities, and Vietnam-era veterans, and an objective, job-related justification for the ranking of applicants. In the event that a person who is a member of a protected group is among the candidates who are best—but equally--qualified, UI has a commitment to offer the position first to the protected-group member. Protected groups include women, persons of color, disabled persons, and Vietnam-era veterans [see D].

B-2. Early Announcement. Recruitment procedures are started whenever the appropriate administrative authority has approved the filling of a position (except in the case of major administrative positions, announcement of which requires regents' approval). In light of the time involved in recruitment, it is generally better to announce a vacancy early than to delay, since there may then be insufficient time for all the steps of this procedure to be carried out thoroughly.

B-3. Job Description. The Americans with Disabilities Act of 1990 (ADA) established that job descriptions must identify "essential or non-marginal functions" and "non-essential or marginal" functions of positions. When classified and non-faculty exempt positions are established or vacant, it is expected that departmental administrators will consult with Human Resource Services (HRS) to assure that job descriptions are fully in compliance with ADA provisions. This HRS review is expected to precede the beginning of the recruitment process. HRS also maintains sample job descriptions for irregular help positions. The guidelines for faculty position descriptions are determined by the provost.

B-4. Affirmative Action Coordinators. Consultation with the affirmative action coordinator of the administrative unit or with the affirmative action officer begins as soon as the decision is made to announce the vacancy. The coordinator's value depends on early and continuous communication; he or she assists with hiring procedures and is an informed intermediary who can (a) explain affirmative action requirements to members of selection committees and others who express interest or concern, (b) help committees develop the required documentation of recruitment and selection procedures, and (c) brief the affirmative action and human resource services officers on impending actions and special conditions, thus alerting them to possible problems so that alternate courses of action can be suggested.

B-5. Search or Selection Committee. The search or selection committee is generally chaired by the departmental administrator. It is not necessary that all members of the committee be faculty or staff members from within the department; faculty or staff members of other departments, students, or non-UI persons may also be asked to serve. In some cases, the committee consists of the entire department; generally, there are from five to seven members, and there should be no less than three members. Women and minorities should be included in the membership. Further definition of the scope and responsibility of the committee may be determined by the dean or departmental administrator.

B-6. Forms. Forms required for reporting on steps in the affirmative action procedure and those suggested for use in selection are supplied by the affirmative action office for faculty and non-faculty exempt positions, and by HRS for classified staff. [ed. 7-99]

## C. AFFIRMATIVE ACTION STEPS AND REPORTS.

C-1. Recruitment. The "Report of Recruitment" form, with attachments, must be submitted to and approved by the affirmative action officer or the director for human resource services, as appropriate, before announcement is made of any regular-appointment position vacancy, including any to be filled on a part-time or temporary basis, e.g., a sabbatical replacement. The affirmative action officer and the director for human resource services generally do not monitor the filling of irregular-help positions but unit administrators are responsible for ensuring compliance with principles of equal

opportunity and affirmative action. Furthermore, an irregular-help position that can be expected to evolve into a regular-appointment position should be publicized and filled by following procedures established for the latter. Following are explanations of some of the items called for by the "Report of Recruitment" form:

a. Salary Range. This must be defined initially for internal record keeping, but need not be advertised to potential applicants.

b. Text of Announcement and Advertisement. The announcement is sent to each applicant and provides documentation that UI has communicated to applicants the qualifications on which they will be judged; it is also the basis for the selection forms. There is some latitude in the form of the announcement, but it must include the basic components that are noted on the vacancy announcement outline (which is provided) and must be consistent with the job description. The "required" qualifications referred to in ADA regulations as "non-marginal" or "essential" must be truly the minimum that would be acceptable in an applicant; once defined, they are inflexible; an applicant who does not possess these qualifications cannot be hired. "Preferred" or "non-essential" or "marginal" qualifications include any and all attributes believed to be desirable for the position. It is not expected that any candidate would possess all of the "preferred" characteristics; nevertheless, if it is believed that any specific attribute might be a reason for preferring one candidate over another, this should be included; otherwise, it cannot be used as a basis for ranking. It should be noted that when applicants self-identify as disabled and indicate they can, with assistance, perform either the essential or non-essential functions of the position, UI has a duty to attempt reasonable accommodation. The announcement must include the statement, "To enrich education through diversity the University of Idaho is an equal opportunity/affirmative action employer." The advertisement is a condensation of the vacancy announcement and, at a minimum, must contain the job title, closing date, contact information, and the tagline, "AA/EEO." [rev. 7-97]

c. Distribution of Announcement and Advertisement. This section of the report should show the publicity efforts to be undertaken by the department or committee. Some departments place paid advertisements in newspapers and journals, and others rely primarily on mailing announcements to institutions that grant degrees to potential applicants. It is also expected that the department will send announcements to any known protected-group organizations within the discipline or field, e.g., Women in Science. [rev. 7-97]

d. Dates of Recruitment. The usual period of recruitment for regular full-time faculty positions is from 10 weeks to three months; for exempt positions, temporary faculty positions, and classified positions in the higher pay grades, it is six weeks; and, for classified positions in the lower pay grades, from two to four weeks. Internal-recruitment positions are usually advertised for two weeks. In exceptional cases, the recruitment period may be somewhat shortened, provided that the departmental administrator furnishes the reasons for doing so and assurance that any extra efforts necessary to recruit thoroughly in the time available will be made.

e. Job Description. Standard forms are available for this purpose. Note remarks on qualifications in B-3 and C-1b.

f. Application Form. The standard UI application form for lower classified positions is available from HRS. The Affirmative Action Office requires no application form but does provide a personal data form which invites applicants to identify themselves as members of protected groups if that is the case. Applicants may choose not to provide such information, but UI has a responsibility to express its desire to have it.

g. Selection Forms. "Preliminary Selection," "Intermediate Selection," and "Interview Rating" forms are generally used to document the comparison of candidates. They are based on the criteria specified in the announcement. To save time, a member of the committee, or other person designated by the committee, may conduct a preliminary screening based on required qualifications that can be readily and unquestionably assessed on a yes-or-no basis. If there is any question as to whether an applicant possesses the minimum qualifications, that file should be advanced to the intermediate phase. The rejected applications should be made available for review by members of the selection committee. In addition, the applications of known protected-group members that are rejected in the preliminary stage should be reviewed by the affirmative action coordinator or the affirmative action officer. As a result of preliminary screening, the pool of candidates who appear to be at least minimally qualified is established. Intermediate screening is conducted to identify the "top" candidates in this pool in an equitable manner. Forms used for this purpose should show the basis for numerical values assigned to weighting and judgment factors. Both the required and the preferred criteria should be evaluated, but the weights assigned to various criteria may, and usually should, vary. Selection forms should provide for the date of the evaluation, the signature of the evaluator, and comments that supplement or explain numerical scores; they should be completed in ink. Interviews are optional, but, if they are to be held, questions and discussion must be confined to clearly job-related topics; consistency in interviews is important and there must be a procedure for documenting the re-evaluation of candidates on the basis of the interview. This is generally accomplished by having committee members update forms used at the intermediate stage, complete new copies of the intermediate selection form, or provide signed and dated narrative evaluations of the interviews. If intermediate selection forms are merely updated, changes should be initialed and dated. The department may require that finalists appear for interviews at their own expense, but the requirement must be the same for all finalists. If applicants who have not been identified as finalists wish to visit at their own expense, they may do so, but meetings with them cannot be considered formal interviews.

Telephone interviews may be conducted provided that they follow a structured outline that provides for rating of the applicant's responses; conference calls should be arranged so that more than one person can take part in evaluating the applicant; also, some of the same evaluators should be involved in all of the interviews. [ed. 7-97]

h. Approval of Planned Procedures. Written approval of the recruitment and selection procedures, as reflected on the "Report of Recruitment" form and attachments discussed above, must be obtained from the affirmative action officer or the director for human resource services, as appropriate. This approval, commonly referred to as the "sign-off on recruitment," is preferably given to all the items as a unit. In emergencies, the affirmative action officer will grant a partial sign-off for advertising only, provided the job description, announcement, and advertisement are submitted and approved. This is not recommended, however, because committee discussion of the selection forms

often results in a desire to make changes in the qualifications section of the announcement and such changes are difficult and may be impossible after a partial sign-off. Procedures in HRS do not allow for the granting of a partial sign-off for advertising.

#### C-2. Selection.

a. Screening. Preliminary screening was discussed in C-1 g above. Unless alternative procedures have been established and approved by the affirmative action officer, each committee member should complete, in ink, a selection form for each applicant retained in the pool so that meaningful comparisons can be made. Comments explaining the ratings should be entered on the form. Committee members should work independently without access to the evaluations completed by others and should be cautioned to refrain from making any written comments on the applicants' résumés, reference letters, or other application materials. In the case of a large pool of candidates, the applications may be divided among subcommittees for screening. Following the independent evaluations, it is appropriate that the selection committee meet as a group to compare and discuss the candidates. It is not necessary to spend a great deal of committee time on candidates who receive low ratings from all members. Nevertheless, disparate ratings should be considered, and reconciled as much as possible, in meetings of the full committee. Because individual committee members' numerical ratings vary greatly, it is not considered appropriate to add scores together or to calculate averages. The forms finally filed should reflect committee consensus rather than a mere collection of individual opinions. It is proper, therefore, that a committee member should alter his or her ratings if new interpretation or insight has resulted from committee discussions; such changes should be entered in ink, initialed, and dated on the same form with the original ratings. It is important to record minutes of the committee discussion of applicants.

b. Review of Preliminary and Intermediate Selection Procedures. There is an Affirmative Action Office or Human Resource Services review and sign-off of preliminary and intermediate selection procedures prior to the interview phase. Completion of the form provided for this purpose will constitute a record of applicant flow and reasons for having eliminated protected-group members. Reasons given for the rank ordering or elimination of applicants should be directly related to the qualifications listed on the announcement. Though numerical scores or numerically based rank-order are a part of the explanation, they should be supported by additional narrative. Reasons should be stated in comparative terms so that differences between candidates are readily apparent. The "Report of Preliminary and Intermediate Selection Procedures" should be complete and detailed so that it will stand alone as an explanation for the results in selection, apart from applicants' folders, which are retained in the department or HRS rather than in the Affirmative Action Office. Submit the completed report, via the coordinator, to the Affirmative Action Office. It is recommended that the files, including preliminary and intermediate selection forms, for all finalists and protected-group members be submitted with the report. Although this is not always necessary, having the files readily available for reference may expedite the receipt of "sign-off."

c. Report of Selection and Interview Procedures. Completion and submission of the "Report of Interview Procedures" to the affirmative action officer or HRS, as appropriate precedes receipt of "sign-off" to offer the position. The instructions for completing these forms are the same as those for the "Report of Preliminary and Intermediate Selection Procedures" explained in C-2-b, above.

d. Offer of Position. When the "Affirmative Action Sign-Off on Selection" is completed, the original is sent to the departmental administrator with a copy to the coordinator. This sign-off indicates that, as far as affirmative action procedures are concerned, an offer may be extended. It does not indicate any form of departmental or college approval; the departmental administrator is responsible for obtaining that approval, if it is required.

C-3. Retention of Files. Hiring records, including job advertisements, applications and resumes, tests and test results, selection forms, minutes meetings in which applicant qualifications are discussed, letters of reference, and interview notes, are to be retained for three years. [rev.7-98]

#### D. FURTHER DEFINITION OF PROTECTED GROUPS.

D-1. The term "minorities" and persons of color refer to members of certain racial and ethnic groups that are further defined as follows:

a. "American Indian or Alaskan native or Native American"--a person who has origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

b. "Black, not of Hispanic origin, or African American"--a person who has origins in any of the black racial groups of Africa. [ed. 7-99]

c. "Hispanic or Latino or Latina"--a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

d. "Asian American"--a person who has origins in any of the original peoples of the Far East (including the Indian subcontinent and Southeast Asia, but not the Middle East). - [rev. 7-98]

e. "Hawaiian Native or other Pacific Islander"--a person who has origins in any of the original peoples of the Pacific Islands. [rev. 7-98]

D-2. Persons who are nonresident aliens of black, Hispanic, or Asian descent are not entitled to the special consideration that these affirmative action procedures afford. Therefore, it is not expected that nonresident alien minority applicants be included among the protected-group applicants listed on page 2 of the "Report of Preliminary and Intermediate Selection Procedures."

D-3. The term "disability" refers to the condition of a person who (a) has a physical or mental impairment that substantially limits one or more major life activities, (b) has a record of such an impairment, or (c) is regarded as having such an impairment.

D-4. "Status as a Vietnam-era veteran" refers to a person who served on active duty in the armed forces during the period from August 5, 1964, through May 7, 1975.

## M. Example of County Public Notification Plan

### Latah County Public Notification Plan

Updated November, 2003

#### I. Overview of the County and its Population (data from the 2000 US Census)

City	Total 2000	White	Black or African American	American Indian & Alaskan Native	Asian	Native Hawaiian /Pacific Islander	Some Other Race	Hispanic
Bovill	305	293	0	1	3	0	1	9
Deary	552	531	0	1	3	0	4	19
Genesee	946	916	1	8	2	0	2	10
Juliaetta	609	589	0	13	1	0	0	5
Kendrick	369	354	2	4	0	0	4	11
Moscow	21,291	19,636	194	170	667	30	206	525
Onaway	230	218	0	1	1	0	0	8
Potlatch	791	764	0	7	2	0	10	11
Troy	798	767	0	4	3	0	0	1
County Totals*	30,617	29,388	197	210	690	30	227	599
County* Percent	100.00	95.99	0.64	0.69	2.23	0.10	0.74	1.96

\* these data are combined from two sources: County totals from the 2000 Census, and County breakdown, also based on that census. Ethnic categories differ between the two sets of data, resulting in some inconsistencies that cause some disagreement in total numbers and percentages. This disagreement is considered to be insignificant for the purposes of this plan.

The population of Latah County is 96% white. Of the non-white residents, more than half are Asian. African Americans, Native Americans, Pacific Islanders and Hispanic residents each make up less than one percent of the residents of the county.

Nearly 70% of Latah County residents live in Moscow, 15% live in other incorporated towns and cities, and 15% live in unincorporated areas of the county. However, 92% of the non-white and Hispanic population lives in the Moscow area, largely associated with the University of Idaho. The non-white and Hispanic residents represent 8.4% of the Moscow population, with the largest segment represented by Asian-heritage residents (3.1%), followed by Hispanic (2.5%). Other ethnic groups contribute less than one percent to the Moscow population. In other communities in Latah County, non-white and Hispanics contribute as much as 4.6% of the population (Bovill) to as little as 1.0% (Troy).

## **II. Reaching non-English speaking audiences:**

The vast majority of the population in Latah County is English-speaking. Even in Moscow where 88% of the County's Hispanics reside, affiliation with the University of Idaho implies that the need to deliver educational programs for non-English speaking audiences is negligible. Further, the University's organizations provide culturally relevant programs and opportunities for much of the population, including the Association of Latin Americans and Iberians, the Multi-cultural Students Association, the Organizacion de Estudiantes Latino Americanos, Sabor de la Raza, Student's International Association, and the Native American Student Association.

At this time, Latah County Extension recognizes no need for Spanish-language program advertising or delivery. However, Extension will monitor the situation and revise our policies as it becomes apparent that we have an audience that is not served through English-only delivery.

## **III. Public Notification Procedures**

Educational programs and events are normally advertised through three different media: 1) postal mailing or newsletters mailed to identified interest groups, 2) broadcast public service announcements provided via fax to a list of local broadcasters, and 3) announcements and community calendar items in local newspapers.

The public may be notified about special programs through other means, depending on the target audience. For example, non-4-H youth and their families are notified through the schools in the "Wednesday Express" or "Home School Newsletter" or small-scale farmers may be reached through public posting at the Moscow Farmers Market or at Tri-State in Moscow.

## **IV. Mailing Lists for Newsletters and other postal announcements**

Mailing lists are maintained for the following groups and organizations:

- 4-H Member Families
- 4-H Volunteer Leaders Association
- Latah County Grain Producers
- Clearwater Direct Seeders Group
- Latah Master Gardeners
- Latah County Landowners (>250 acres)
- FCS contacts list (4-county list)

## V. Advisory Groups

	White	Black	Native American	Hispanic	Asian/Pacific Island	Total	Male	Female
Latah County Advisory Committee	16					16	10	6
Grain Producers Advisory	12					12	11	1
Latah Youth Coalition	7			2		9	3	6
4-H Expansion & Review Committee	6	1	1			8	2	6
Total:	41	1	1	2		45	26	19

## VI. Posting of Public Notices

Latah County does not use public postings as a primary method of program announcements. Unique programs may be advertised through limited public posting of flyers or announcements.

## VII. Reaching Latah County Youth

All students attending public school are reached via the “Wednesday Express”, a packet of information sent home with children weekly. Contact:

Many home-school families in Latah and Whitman Counties receive information through the “Home School Newsletter” contact:

## VIII. Latah Media Contacts

### NEWSPAPERS

Moscow-Pullman Daily News  
P.O. Box 8187  
Moscow ID 83843  
208.882.5561

Lewiston Morning Tribune  
P.O. Box 957  
Lewiston ID 83501  
208.743.9411

Latah Eagle (weekly)  
Phone: 208.882.0666  
Fax: 208.882.0130  
Address: 521 S. Jackson,  
Moscow, ID 83843  
(Advertising and news deadline is 5 p.m.  
each Monday)

### TELEVISION STATIONS

KLEW Channel 3 (CBS)  
2626 17<sup>th</sup> Street  
Lewiston ID 83501  
208.746.2636

KXLY Channel 4 (ABC)  
500 W. Boone Ave.  
Spokane, WA 99201  
509.324.4000

Idaho Public Television  
North Orchard Street  
Boise, ID 83706  
208 373-7220

KHQ TV Channel 6 (NBC)  
1201 West Sprague Avenue  
Spokane, WA 99201  
509.448.6000

### RADIO STATIONS

KOZE-AM-950; FM-96.5  
P.O. Box 936  
Lewiston ID 86501  
208.743.2502

KRLC-AM-1350; KMOK-FM-106.9;  
KVTY-FM-105.1  
805 Stewart Avenue  
Lewiston ID 83501  
208.746.5056

KRPL-AM-1400; KZFN-FM-106.1  
P.O. Box 8849  
Moscow ID 83843  
208.882.2551

KUOI-FM-89.3  
S.U.B. University of Idaho  
Moscow ID 83844-4272  
208.885.6433

KUGR – 95.1 FM  
Pullman, WA (Washington State  
University)  
send PSA information to Production  
Director  
[chico@mail.wsu.edu](mailto:chico@mail.wsu.edu)

KCLX – 1450 AM – Colfax, WA  
KRAO – 102.5 – Colfax, WA  
KZZL - 99.5 FM - Pullman, WA  
PO Box 710, Colfax WA 99111  
PSAs: Send all the details to  
[psa@palousecountry.com](mailto:psa@palousecountry.com).  
fax to Palouse Country (509) 397-4752  
Requires at least two weeks notice.

Northwest Public Radio  
Washington State University  
PO Box 642530  
Pullman, WA 99164-2530  
1-800-842-8991

## IX. Latah County Advocacy and Civic Organizations

### Office of Multicultural Affairs

Victoria Salinas  
University of Idaho  
UCC-228  
Moscow, ID 83843-3234  
Phone: (208) 885-2958  
Fax: (208) 885-9494  
E-mail: [salin902@uidaho.edu](mailto:salin902@uidaho.edu)

### Latah County Human Rights Task Force

Chair: JoAnn Muneta  
P.O. Box 8613  
Moscow, ID 83843  
Phone: (208) 883-3267

Purpose: Formed by concerned citizens to promote awareness, education, crisis training, and community liaison.

### Movimiento Estudiantil Chicano De Aztlan (Mecha)

Leslie Hilbert, Assistant Director of New Student Services/Minority Counselor  
University of Idaho  
New Student Services  
Moscow, ID 83843  
Phone: (208) 885-6163

Purpose: Formed to promote Hispanic cultural awareness.

### Council on Hispanic Education

Chairman: Sam Byrd  
5141 N. Edenburgh Wy.  
Boise, ID 83703  
Phone: (208) 377-3609

Purpose: The Council on Hispanic Education is a private non-profit corporation organized under and pursuant to the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code. The main purpose of the Council is to enhance the educational, economic and social welfare of Hispanics in the State of Idaho. The mission of the Council on Hispanic Education is to

organize community-based efforts that will improve the educational status of Idaho's Hispanics.

### Idaho Commission on Hispanic Affairs

5460 W. Franklin Rd, Suite B  
Boise, ID 83705  
Phone: (208) 334-3776  
Fax: (208) 334-3778  
E-mail:

Purpose: The Idaho Commission on Hispanic affairs is a non-partisan state agency working toward economic, educational, and social equality. Identifies and monitors programs, legislation, and researches problems and issues affecting Hispanic Idahoans. Identifies solutions and provides recommendations to the Governor, Legislature and other organizations providing services to the Hispanic Community.

### Idaho Migrant Council

Exec. Director: Humberto Fuentes  
P.O. Box 490  
104 N. Kimball  
Caldwell, ID 83606  
Phone: (208) 454-1652

Purpose: Formed to benefit legal residents who are migrant or seasonal farm workers, the Idaho Migrant Council also helps those individuals who are considered to be at or below certain income guidelines. Supportive services include health, medical, food bank, referral and emergency transportation. The Council also has educational programs to assist migrant families. Migrant Head Start is a program that provides pre-school education and support for individuals as they work to strengthen their family units. The program's philosophy is that children learn best when the schools respect their culture and language.

IMC contains other offices in the state of Idaho. Please contact them directly for more information.

**American Indian Science and Engineering Society (AISES)**

University of Idaho Chapter  
College of Forestry  
Moscow, ID 83843  
Phone: 885-6441  
Dr. Isabel E. Bond, Phone: 885-6205

Purpose: This organization establishes a mentor tutor program on campus to encourage Native American students to stay in college and complete their degrees. The goal is to increase the number of Native Americans majoring in science and engineering.

**Disability Action Center-Northwest, Inc.**

Mark Leeper  
124 E. Third St.  
Moscow Id., 83843  
Phone: 883-0523

Purpose: This organization provides full range advocacy services for people with disabilities, assists in realizing guaranteed human rights, and gives information and referral on all disability issues.

**X. Statements of Non-discrimination and reasonable accommodation**

The following statement will be included on all official correspondences, publications, and media announcements to communicate our policies of non-discrimination:

- “To enrich education through diversity the University of Idaho is an equal opportunity/affirmative action employer and educational institution. University of Idaho and U.S. Department of Agriculture Cooperating.”

In situations where space is limited, the following statement will be used to communicate our policies of non-discrimination:

*“The University of Idaho does not discriminate in education or employment on the basis of human differences, as required by state and federal laws.”*

The following statement will be included on all event announcements, printed or broadcast, to communicate our intent to make reasonable accommodation for special learning needs:

*“Anyone attending this program that requires auxiliary aids or services should contact (person responsible) at (address, telephone number, email) at least two weeks prior to the event.”*

## **XI. Partner Communications**

Regular or reoccurring services are provided by Latah County Extension to the following organizations, who have been determined to be non-discriminating in their memberships and programs.

- Latah Cuntly Fair Board
- Latah County Grain Growers
- Palouse Conservation District
- Good Samaritan Village of Moscow
- Avista Utilities
- Gritman Medical Center
- Moscow Chamber of Commerce
- Troy – Deary Gun Club
- Potlatch Senior Citizens
- Potlatch #1 Federal Credit Union

Correspondences to and from these organizations are on file in the Latah county Extension office.

COUNTY EXTENSION FACILITIES/ACCOMMODATION DATASHEET

County: Latah

Date: December 2003

FACILITY	Wheelchair Accessible		“And Justice” Posted	
	Yes	No	Yes	No
Extension Office—Courthouse rm. 208	X		X	
Extension Conference—Room 2B	X		X	
Other Facilities Used for Extension Programs (specify)				
Best Western & Mark IV hotels	X			X
UI Nichols Bldg.	X			X
Eastside Marketplace & Palouse Mall	X			X

Special Needs Resources	Name	Address	Phone
Sign-language translators	contact: Gloria Jensen	Student Disability Services University of Idaho note: services @ \$25-35/hr.	885.7200
English-Spanish translators	contact: Dept. of Foreign Languages and Literature	University of Idaho	885.6179

Other Special Needs	Description:	Source: