The goal of these DEI courses for all employees is to ensure each individual is advancing in achieving the performing level of the DEI Competencies for All Employees. These specific courses are focused on the emerging level of competency to provide a shared language and level of understanding and behavior for all employees no matter what agency they are in, as we strive to achieve our goals for public service and Washington.

Process

In developing this proposal, the work group began with the competencies that have been established and focused on the emerging and developing levels of competency. From those two columns, we selected topics we felt were foundational and necessary for all employees to know, understand, and, where appropriate, apply the knowledge. Once we selected the topics, we developed more specific learning goals. As the discussion developed, we realized that much of our conversation related to how the content should be delivered, so we added information regarding delivery in our table.

We used the **Equity Lens** (will be a link) developed by another committee to make sure the considerations listed below track with the tool that will be used for all training development.

We surveyed registrants of the DEI Summit to see if those individuals agree with our assessment that these topics are foundational and to see if they identify other topics that should be included.

We have shared the recommendation with stakeholders (DEI Council, HR managers, Training Managers Business Resource Groups, Commissions, ICSEW, and the Governor's Council on Health Disparities) seeking feedback. We will incorporate the feedback into the proposal once received and reviewed by the committee.

Basic Training for All Employees

It is the Committee's vision that the learning goals will be achieved during the course AND reinforced and expected in the workplace. These goals should translate from the classroom (learning venue) the workplace and be supported through PDPs, expectations, and reflective of each individuals journey for competence and each agency's culture for reinforcing those competencies.

It is the Committee's intent that this learning happens in order and progressively.   We propose a variety of options for completing the coursework to accommodate the agencies' needs such as cost, timing, and other resources. We are mindful that smaller agencies may have smaller training budgets and may not find it easy to release an employee to training for a full week. We also propose that agency work together to share resources such that if agency training is taking place and seats are available, those seats be offered to employees from other agencies.

Foundation for All Employees – Competency focus				
Why Diversity, Equity, and Inclusion? • Why it makes a difference in the workplace. • DEI is more than numbers • Washington state demographics Barriers to DEI: • Power and privilege dynamics - what is it and where is it? • The forms and impacts of oppression and inequities.	**Self-Awareness** • What is your own personal identity and cultural background • Bias and Implicit Bias – what is it? How does it impact me? How does it impact others? • Intersectionality	**"ism" Awareness** • What are they? • Connection to power and privilege • Microaggressions • Intent vs. Impact • Othering and belonging	**Racism** • Why racism? • History of Racism • Types of racism • Dominant Culture and White Privilege • Oppression in connection with racism	**Working Together** • Putting it all together for positive change • Inclusion and belonging • Allyship • Bystander • Communication • Accessibility • Workplace Culture Norms
Learning goals	**Learning goals**	**Learning goals**	**Learning goals**	**Learning goals**
Participants will: • Read an assignment or a reference to the laws and regulations prior to class to set the framework for the class. • Know the definitions of and understand the distinction between diversity, equity, and inclusion. • Understand how creating a workplace that is committed to diversity, equity, and inclusion benefits everyone. • Understand how behavior impacts a healthy work culture. • Articulate something they will do to improve their work environment in connection with their learning in this course.	Participants will: • Understand the vocabulary related to the subject area. • Understand your own personal identity and cultural background and how you fit into systems and structures • Understand that all lived experiences are not the same • Understand what a "blind spot" is and be able to describe some examples of their own blind spots • Understand the concepts of explicit bias and implicit bias, and that implicit bias cannot be avoided • Understand the difference between explicit bias and implicit bias.	Participants will: • Understand the vocabulary related to the subject area. • Understand protected classes • Explain how "isms" develop • Understand how "isms" are connected to power and privilege • Distinguish between intent and impact • Understand the concept of microaggressions • Understand how microaggressions impact the workplace • Identify ways to respond to microaggressions • Describe "othering" and "belonging" and provide	Participants will: • Explain why there is a need to understand the impacts of the construct of racism in the US • Understand the difference between the definitions of race, ethnicity, colorism, and racism • Understand the vocabulary related to the subject area including the types of racism • Understand examples of racism • Understand the history/intent of racism in US and it's generational impacts • Define white privilege and the concept and impacts of "whiteness" • Analyze the role of white privilege and "whiteness"	Participants will: • Understand the vocabulary related to the subject area. • Understand what cultural humility means and why it looks different for different communities • Describe "othering" and "belonging" in relation to the work culture and provide examples of how agencies "other" people and take action to ensure "belonging" • Understand the difference between assimilation and inclusion and the importance of people being able to contribute based on who they are – authentic self for a diverse, equitable, inclusive, and respectful workplace • Understand their individual responsibility to contribute to a diverse, equitable, inclusive, and respectful workplace and engage in behaviors that lead to greater

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Required DEI Training At-A-Glance

DEI Council and HR Managers' Meetings – March 4, 2020

• Practice behaviors that support a diverse, equitable, inclusive, and respectful workplace • Understand the types of power and its impact in the workplace • Understand that forms of oppression and inequities such as racism, sexism, classism, ablism, ethnicism, and other isms are real experiences, that harm everyone and need to be addressed. • Define the concepts of privilege and power	• Understand the connection between our values and our behavior • Understand the science behind bias and the biological basis for it • Explore their own biases and their impact on themselves and others • Understand the concepts of intersectionality in the workplace • Identify examples of privilege individual participants have • Identify examples of stereotypes • Describe how stereotypes inform bias • Describe how implicit bias can lead to discrimination • Acknowledge that this work is about a number of small actions or events that actions that add up to significant change or continues to reinforce the systems	examples of how a system "others" people and provides "belonging" • Identify a way in which they contribute to othering and describe an action they can take to remedy it • Describe how "isms" manifest in systems.	• Reflect on the impact of white privilege/whiteness on one's own life • Identify the effects of white privilege on daily activities • Define oppression based on race • Understand the power dynamics associated with race based oppression • Understand systems of race based oppression. Include impacts to areas of national and state service delivery (agency data should be included) – why it matters in government service.	competency through learning from practice, mistakes, self-reflection and learning, and doing better the next time. • Engage in self-reflective practices related to how privilege shows up in the workplace and how to better work with different communities to work together to create a diverse, equitable, inclusive, and respectful work environment, while strengthening relationships (*want to reflect the system and relationship*). • Understand that engaging in these changes doesn't mean perfection, but practicing self- reflection, sincerely and authentically engaging in different behavior, and learning from our mistakes, while working authentically with others when they make mistakes. • Understand the role of a bystander and basic interventions • Understand allyship and why it is important to make positive change with communities who experience oppression • Allyship is "with" and not grounded in supremacy. • Practice what to do when they have a negative impact or when it goes a different direction than intended Identify what workplace culture norms are supportive of forward progress and where there are opportunities to improve

Delivery considerations for all courses:

- Use the mode of training delivery best suited to the content and learning goals as grounded in evidence based learning. The selection of modes must always consider different and alternative learning styles and methods including sensory, cognitive and access through accommodations.
- Test to assist in retention, learning, and accountability. Knowledge transfer and soft test for comprehension.
- Ensure the learning is carried forward in each module to build off one another
- Create a workbook that builds as the participants attend all foundational courses.
    - Require review of previous courses for each course.
    - Use workbooks and progress to inform PDP/evaluations and annual training plans.
- Workbooks should be accessible and available in alternative formats including large print, braille and digital.
- Establish "ground rules" that include building psychological safety, brave space, real talk, etc.
- Facilitators need to have the relevant experience to successfully deliver this content and the various issues and actions that will come up in the classroom. This would include not only varied learning styles but fully accessible training techniques and accessible materials and experiential exercises and presentations.   OFM and DES will set the criteria for facilitators and the content, including training presented by individual agencies. OFM and DES will ensure they solicit subject matters expert assistance for developing content and qualifying facilitators.
- Be prepared to address issues of trauma that results from various discussions with the intent of mitigating this from the beginning of the training. Emphasis on intersectionality should be incorporated into learning as much as possible to be more inclusive.
- When possible incorporate agency data or service delivery related to oppression (race-based, gender-based, unreasonable ability-based, ethnic-based, religion-based, or any other disparities)
- Several approaches should be available keeping in mind that the learning goals build upon on another and should be taken in the order presented here. Approaches to consider allowing flexibility should include:
    - One continuous course
    - Shorter sessions covering parts of the proposed topics present in succession over a set time
    - Online content study plus facilitated conversations
    - Others that meet the needs of agencies of all sizes
- Consider a mechanism for follow up and after space to reinforce learning such as lunch and learns.
- Presentation should avoid blaming and shaming. Assignment of good or bad to behavior may not be helpful.