

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 areas of learning are focused on the emerging and developing levels 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 *Enterprise DEI Competencies* that have been established for all employees. We focused on the emerging and developing levels of competency to establish a baseline level of knowledge and skill for the statewide workforce. These levels of competency reflect foundational topics necessary for all employees to know, understand, and, where appropriate, apply. Because our product will be a resource to guide and direct DES WSD and OFM SHR in the policy, standards, and creation of required DEI course(s) for employees, we then established more specific learning goals to direct the focus of the design and learning objectives for the required course(s). As the discussion developed, we realized that much of our conversation related to how the content should be delivered, so we added guidance and consideration regarding delivery in our table.

We used the **DEI Training Equity Lens** developed by another DEI Training Committee work group to make sure the considerations listed below track with the tool that will be used for all training development.

Stakeholdering: We are engaging in broad stakeholder review similar to the process used for the DEI Definitions and Competencies. In addition we are surveying approximately 1000 registrants of the DEI Summit for input. Our focus for feedback is to determine if we have identified the most important initial areas of learning to create a statewide foundation of shared understanding and skill - A base to build on as each individual, team, and agency works to increase DEI competency that is evident in the workplace culture and contributing to success in serving Washington.

We will review all feedback and learn from it to make improvements to the current draft recommendations.

The final recommendations will be reviewed and approved by DES WSD and OFM SHR. Based on that final product, DES and OFM will initiate an implementation plan that includes course(s) design, facilitators engaged, and standards for delivery developed, followed by a statewide launch. Key business partners will continue to be engaged throughout the process.

Foundational 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) to the workplace and be supported through PDPs, expectations, and reflective of each individual's journey for competence and each agency's culture for reinforcing those competencies.

It is the Committee's intent that this learning happens sequentially 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 different implementation challenges. We also propose that agencies 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 when applicable. The goal is to find a way to ensure these competencies are learned and applied to improve our work environments and create a culture where all employees have the opportunity to participate and thrive. Through that we better achieve our goal of serving Washington.

Note: *The DEI Competencies, Definitions, and Training Equity Lens are included for reference.*

Foundation for All Employees – Competency focus	Learning goals	Is the learning goal foundational to statewide understanding and skill or advanced?	Delivery Considerations
		Notes	
<p>Why Diversity, Equity, and Inclusion?</p> <ul style="list-style-type: none"> • Why it makes a difference in the workplace. • DEI is more than numbers • Washington state demographics <p>Barriers to DEI:</p> <ul style="list-style-type: none"> • <u>Power</u> and <u>privilege</u> dynamics - what is it and where is it? • The forms and impacts of <u>oppression</u> and inequities. 	<p>Participants will:</p> <ul style="list-style-type: none"> • Know the definitions of <u>diversity</u>, <u>equity</u>, and <u>inclusion</u>. • Understand how creating a workplace that is committed to diversity, equity, and inclusion benefits everyone. • Understand how their behavior impacts a healthy work <u>culture</u>. • Articulate something they will do to improve their work environment in connection with their learning in this course. • Practice behaviors that support a diverse, equitable, inclusive, and <u>respectful</u> workplace • Understand the types of power and its impact in the workplace • Understand that forms of oppression and inequities such as <u>racism</u>, <u>sexism</u>, <u>classism</u>, <u>ablism</u>, <u>ethnicism</u>, ageism, and <u>other isms</u> are real experiences that need to be addressed. • Define the concepts of <u>privilege</u> and <u>power</u> 		<ul style="list-style-type: none"> • Emphasize the business case for DEI • The glossary should be available at all sessions but the underlined terms should be explicitly defined in the training.
<p>What foundational areas of learning are missing for this area?</p>			

Foundation for All Employees – Competency focus	Learning goals	Is the learning goal foundational to statewide understanding and skill or advanced? Notes	Delivery Considerations
<p>Self-Awareness</p> <ul style="list-style-type: none"> • What is your own personal <u>identity</u> and cultural background • <u>Bias</u> and <u>Implicit Bias</u> – what is it? How does it impact me? How does it impact others? • <u>Intersectionality</u> 	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand the vocabulary related to the subject area. • Understand your own personal <u>identity</u> and cultural background • 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 <u>explicit bias</u> and <u>implicit bias</u>, and that implicit bias cannot be avoided • Understand the difference between explicit bias and implicit bias. • Understand the connection between our <u>values</u> and our behavior • Understand the neuroscience behind bias and the biological basis for it • Explore their own biases and their impact on themselves and others • Understand the concepts of <u>intersectionality</u> in the workplace • Identify examples of <u>privilege</u> individual participants have • Identify examples of <u>stereotypes</u> • Describe how stereotypes inform bias • Describe how implicit bias can lead to <u>discrimination</u> 		<ul style="list-style-type: none"> • Use experiential learning to draw out insight and understanding • Consider self-assessment tools such as Johari’s window, “in group/out group” bias, implicit association test • Impacts of media and related information on forming our “opinions” (bias) • The glossary should be available at all sessions but the underlined terms should be explicitly defined in the training.

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<p>“ism” Awareness</p> <ul style="list-style-type: none"> • What are they? • Connection to <u>power</u> and <u>privilege</u> • <u>Microaggressions</u> • Intent vs. Impact • <u>Othering</u> and <u>belonging</u> 	<p>Participants will:</p> <ul style="list-style-type: none"> • 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 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 		<ul style="list-style-type: none"> • The glossary should be available at all sessions but the underlined terms should be explicitly defined in the training.

What foundational areas of learning are missing for this area?

Foundation for All Employees – Competency focus	Learning goals	Is the learning goal foundational to statewide understanding and skill or advanced? Notes	Delivery Considerations
<p>Racism</p> <ul style="list-style-type: none"> • Why <u>racism</u>? • History of Racism • Types of racism • <u>Dominant Culture and White Privilege</u> • Oppression in connection with racism 	<p>Participants will:</p> <ul style="list-style-type: none"> • 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 <u>race</u>, <u>ethnicity</u>, <u>colorism</u>, and <u>racism</u> • 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” • 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. 	<p></p>	<ul style="list-style-type: none"> • Ensure intersectionality is drawn into this course so they are connected • Consider examples of the evolution and regionalism of racist behavior • Get national, state, and agency data on impacts of race based oppression (disparity, etc.) • Be sure to explain why there is a particular emphasis on racism • The glossary should be available at all sessions but the underlined terms should be explicitly defined in the training.
<p><u>What foundational areas of learning are missing for this area?</u></p>			

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<p>Working Together</p> <ul style="list-style-type: none"> • Putting it all together for positive change • Inclusion and belonging • <u>Allyship</u> • Bystander • Communication • <u>Accessibility</u> • Workplace <u>Culture</u> Norms 	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand the vocabulary related to the subject area. • Understand what <u>cultural humility</u> means and why it looks different for different communities • Describe “<u>othering</u>” and “<u>belonging</u>” in relation to the work culture and provide examples of how agencies “other” people and take action to ensure “belonging” • Understand the difference between <u>assimilation</u> and <u>inclusion</u> and the importance of people being able to contribute based on who they are – <u>authentic self</u> 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 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 		<ul style="list-style-type: none"> • Note connections to self-awareness courses • This session should encourage hope and action people can take to move the work forward • Facilitators and curricula designers need to ensure they are paying attention to how participants are differently situated in relation to this work and lived experiences. Understand your audience as “how we work together” could look different depending on who is in the room (e.g., practicing cultural humility). Ensure the learning is not only focused on what the members of the dominant culture need to understand or do. This section includes a focus of empowering and providing learning to everyone about making the workplace a place of belonging for all so all can bring their authentic selves to work for a DEI and respectful workplace. • The glossary should be available at all sessions but the underlined terms should be explicitly defined in the training.

	<p>strengthening relationships (<i>want to reflect the system and relationship</i>).</p> <ul style="list-style-type: none"> • 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 <u>with</u> 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 		
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Delivery considerations for all courses to guide design and delivery:

- 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.
- Be prepared to address issues of trauma that results from various discussions
- 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)
- The training content is expected to require approximately 40 hours of training. Several approaches should be available keeping in mind that the learning goals build upon on another and should be taken in the order presented her. Approaches should include:
 - One continuous course
 - Shorter sessions covering parts of the proposed topics present in succession over a set period of time
 - Online content study plus facilitated conversations
 - Others that meet the needs of agencies of all sizes
 - Cohort model across modules for trust building and building support outside of training
- Consider an implementation plan that strategically prepares people in key support roles with resources or training first (i.e., HR, supervisors, Execs)

If there are additional elements of delivery of the courses that need to be considered, what would you add?