

Recommendations for Required DEI Training for All State Employees

FINAL 3/26/2020

The goal of these DEI courses for all employees is to ensure each individual is advancing toward and ultimately 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. All employees, including leaders and executives, will be required to complete this training.

The effectiveness of this training is highly reliant upon leaders walking the talk of this work. Leaders are critical to setting the tone and demonstrating the behavior that leads to a culture of diversity, equity, inclusion, and respect. A culture of belonging where people are able to do their best work to achieve the agency's mission cannot be achieved without support from the highest levels of leadership across the state. To ensure a consistent message from leaders, all leaders will be expected to take the same courses as everyone else to ensure the same foundation. The recommendation will include the desire to have delivery include consideration of all-leader classes, potential content modifications to match to leaders, or other modifications that match to the leadership competencies as well.

The committee recommends that every employee complete the first module within the first three months after that module rolls out and all five modules within 18 months of rollout of the training module. For new employees the first module must be completed within the first month of employment and all modules completed within six months, absent extenuating circumstances (such as not enough courses available) of starting employment with the state. In the case of extenuating circumstances, the time for completing all modules can be extended up to one year after beginning employment.

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 **DEI Training Equity Lens** (attached) developed by another DEI Training Committee workgroup 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 identified other topics that should be included. The results of the survey are available. Generally speaking, the respondents indicated the committee had indeed identified the foundational material that should be shared with all state employees.

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, and labor leaders seeking feedback.) We have incorporated the feedback into the proposal as we deemed appropriate. In addition, the committee received a substantial amount of input from these various

organizations as a part of our stakeholder work. Much of that feedback has informed or been incorporated into these recommendations. In some areas, the feedback is of more value to be considered as OFM and DES enter into the design and delivery planning and implementation stages of this work. To ensure that feedback isn't lost, the DEI Training Committee will also provide that raw data from the stakeholder groups to be considered as their work is done to implement the training.

Implementation of Foundational DEI 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 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 an extended period of time. 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.

Delivery considerations for all courses:

- Curriculum should be developed so each module can stand on its own, but employees should attend modules in the sequence they are presented in this report, because they are intended to build upon each other.
- Whether or not modules should be grouped together should be based upon considerations of the amount of time needed to cover the curriculum in each module.
- Clustering of modules may also depend upon consideration of the value of having time between modules to reflect and the value of having employees do individual work between modules.
- Due to travel or location, some agencies may want to stack courses rather than have several travel days.
- Some agencies that operate 24/7 will need to have modules available to those workers without too much impact on schedules (work/sleep/life).
- There is some risk in offering all modules together in that learners will be too fatigued to absorb information in later modules.
- Instructors may find that facilitating all five modules back to back would be nearly impossible to do well.
- To the extent possible, agencies and DES should consider the value of a cohort experience to reinforce the training.
- Consideration should be given for space for a debrief session after each module.
- Consideration should be to having instructors available to employees for follow up.
- Cultural perspectives need to be considered in training development.

- Sign language would be the same as any training although consideration should be given to allow learners to share two interpreters, rather than one sign language interpreter per learner.
- Not all employees have access to computers. Even for those who have computers, their agencies may have their own security filters or limits on programs available. To the extent the curriculum requires an employee to access information on the internet, particularly through non-government sites, WA Tech should communicate with agencies what are approved materials and make sure agencies unblock them.
- 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 accessibility barriers and address those barriers through appropriate 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 new/upcoming 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 handle 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 space after the modules 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.

- **Facilitator Credentials**

Facilitators, in combination with content and design, are a critical ingredient for successful learning that leads to application. All DEI foundational training must be facilitated by qualified professionals. This is based on the learning principles related to training effectiveness and takes into consideration the nature of DEI training and the discomfort it can create for learners as a part of the learning process. Ensuring the facilitator(s) has developed their own level of DEI competency and cultural humility is critical. They must be able to deliver the required content, using the specified delivery approach, while holding space to allow an array of emotions and perspectives to be present, yet ensure the opportunity for learners to benefit from the course learning objectives. They must walk the talk, hold psychologically safe and accountable space for workforce DEI competency development.

DES WSD and OFM SHR will specify the facilitator certification requirements. They will work collaboratively with DEI experts and agency liaisons to develop the requirements.

Recommendations for Foundational DEI Training for All Employees

Basics for All Employees – Competency focus	Learning goals	Delivery Considerations
<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"> • 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 <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 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>ableism</u>, <u>ethnicism</u>, and <u>other isms</u> are real experiences that harm everyone and 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.

Basics for All Employees – Competency focus	Learning goals	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 and 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 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 <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 science 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 	<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. • Privilege walk or similar activities may be a good for this topic. • The ADDRESSing exercise may be a useful tool.

	<ul style="list-style-type: none">• Describe how implicit bias can lead to <u>discrimination</u>• 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	
--	---	--

Basics for All Employees – Competency focus	Learning goals	Delivery Considerations
<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> • <u>Ableism</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 • Describe how "isms" manifest in systems. • Understand the importance of accessibility as a necessary aspect of inclusion and the impact of access barriers for those who experience them 	<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. • The ADDRESS ing exercise might be a useful tool here. • Using actual data and anecdotes demonstrating the disparities is recommended. • Pull in information from those like Fran Seppler, Dr. Kmec and others who develop safe and respectful workplace training.

Recommendations for Required DEI Training for All State Employees

FINAL 3/26/2020

Basics for All Employees – Competency focus	Learning goals	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"> • Why are we focusing on racism first compared to other isms • Racism is not just an issue for black people • 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 (individual, structural, systemic...) • Understand examples of racism • Understand the history/intent of racism in the US, including phobias and the use of fear to control, 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 	<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 (include countering the thought other oppressed groups aren't important and another place to introduce intersectionality) • The glossary should be available at all sessions but the underlined terms should be explicitly defined in the training. • Use data to explain that the highest number of EEOC complaints relate to racism • Ensure facilitators are competent in creating space and facilitating content in a way that is trauma-informed, aware of how it impacts people of color in the room, mitigating potential harm, a "do no harm" and healing centered approach. <ul style="list-style-type: none"> ○ Facilitators need to show caution in introducing participant personal stories in relation to

	<ul style="list-style-type: none"> • Understand systems of race based oppression. Include impacts to areas of national and state service delivery (agency data should be included) • Be able to explain some of the impacts of racism. • 	<p>this. This includes facilitator skill and the audience.</p> <ul style="list-style-type: none"> • The focus of this course is foundational, there are many more advanced aspects of racism that will be a part of competency development options.
--	---	--

Basics for All Employees – Competency focus	Learning goals	Delivery Considerations
<p>Working Together</p> <ul style="list-style-type: none"> • Putting it all together to ignite positive change • Inclusion and belonging • <u>Allyship</u> • Bystander • Communication • 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 strengthening 	<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. • Use of accessibility barriers or opportunities as examples of equity and access

	<p>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	
--	--	--

Recommendations for Required DEI Training for All State Employees

FINAL 3/26/2020

Work Group Members:

- Laura Bradley, Lead, BIIA
- Mark Adreon, DSB
- Marika Barto, OMWBE
- Anne Hansen, OFM
- Jarrod Irvin, DOC
- Evette Jasper, DCYF
- Karen Johnson, DOC
- Sharon Johnson, ESD
- Kristin Kaphan, DVA
- Kathleen Meehan, DOH
- Ashley Miller, UTC
- Paj Nandi, DOH
- Melisa Valdez, LCB
- Marvin Williams, DFW
- Jessica Zinda, DSHS (DOL)
- Cheryl Sullivan- Colglazier, Sponsor, OFM (DES)

Attachment A – DEI Training Equity Lens

Training Equity Lens

It is important to incorporate diversity, equity, and inclusion (DEI) principles into all training activities. Training and development support employees’ growth and opportunities. In order to support all employees, it is important to create and provide training that represents and includes everyone.

The power of DEI and its concepts must be embedded in all state agency activities and training.

- Ensure training materials are created and designed with inclusive language, scenarios, and photos.
- Seek stakeholder feedback on trainings to reduce the chance that biases will affect participants.
- Consciously work to provide a safe environment, invite all individuals’ perspectives to be included, all voices to be heard, and all people to participate fully.
- Encourage everyone to share their unique contributions and experiences. Learning improves when participation is authentic, without fear or self-editing. Expect non-closure.

Considerations when creating/designing training

When creating/designing a training course, every decision made has the potential to include or exclude learners, from the initial selection of materials and methods to the assessment of the participants’ learning. Consider the following:

Training Design and Materials	Example	DEI Competency Supported
Consider participant language fluency, learning styles, physical/sensory and cognitive abilities, and lived experiences.	Consider all learning styles - auditory, verbal, visual, kinesthetic	DEI Knowledge, Understanding, and Commitment: State employees will know and understand the language and concepts of DEI and be committed to being part of creating, maintaining, and improving a
Provide training materials in different languages and accessible formats, incorporating accommodation requests.	Include closed captioning and audio descriptions whenever possible.	

Recommendations for Required DEI Training for All State Employees

FINAL 3/26/2020

<p>Creating Accessible Documents</p>	<p>Consider the color choices for marking pens to ensure readability and access for those with visual impairments (high-contrast; black/white or blue/black/white, etc.).</p> <p>Use a clear and legible font large enough to be read easily from all parts of the room.</p> <p>Consider providing handouts electronically in addition to printed copies.</p>	<p>diverse, equitable, respectful, and inclusive workplace.</p> <p>Inclusive Excellence & Allyship: State employees will demonstrate that all people are valued and engaged as members of the group, team, organization, or community through equitable, inclusive and respectful behavior.</p>
<p>Create curriculum that allows participants to learn and engage at their own pace.</p>	<p>Consider breaking the learning into “blocks” with adequate break times to permit participants time to process new information.</p> <p>Consider recording the training.</p>	
<p>When preparation is required, provide training materials in advance.</p>	<p>Links to supporting materials, reading materials, etc.</p>	
<p>Determine whether an interpreter is needed.</p>	<p>ASL, foreign language, limited English proficiency</p>	
<p>Consider how to deliver training in order to “lock” the learning – use the right delivery method to reinforce the learning.</p>	<p>Select an appropriate combination of lecture, small group discussion, large group discussion, role play, working in pairs, individual work, writing, tactile/hands-on learning, and physical movement, etc.</p>	
<p>Do the visual materials (photos, videos, graphics, etc.) reflect diversity?</p>		
<p>Do examples appropriately and respectfully reflect different cultures?</p>	<p>Don’t portray stereotypes. For example, don’t use all Asian representation for an IT training.</p>	
<p>Vary your presentation materials to accommodate different learning styles and visual needs.</p>	<p>Use a combination of text, videos, presentations, charts, diagrams, pictures, games, color choices, clear and legible fonts, etc.</p>	
<p>Are the training materials relevant to the participants and do they support full understanding of the content? Modify the</p>	<p>Consider including a glossary of terms.</p>	

Recommendations for Required DEI Training for All State Employees

FINAL 3/26/2020

materials as needed based on the audience – relate the exercises to the work being done.	Rephrase or describe difficult concepts to aid in participants’ understanding.	
Seek Review and Input from Stakeholders		
Solicit review of training materials (SME or peer review) prior to presenting the training to ensure they are free from bias, whether implicit or explicit.		<p>DEI Knowledge, Understanding, and Commitment: State employees will know and understand the language and concepts of DEI and be committed to being part of creating, maintaining, and improving a diverse, equitable, respectful, and inclusive workplace.</p> <p>Inclusive Excellence & Allyship: State employees will demonstrate that all people are valued and engaged as members of the group, team, organization, or community through equitable, inclusive and respectful behavior.</p>
Present the training to individuals who are aware of/in tune with DEI concepts to gain input/feedback.	Provide this document as a guide	
Encourage participants to raise concerns and discuss alternatives should they identify potential bias in the training materials.	Accept feedback as a gift and thank the participant	
Encourage New Ideas and Fresh Perspectives		
The training should reflect and encourage a diversity of thought and points of view.	<p>Even when presenting “how-to” or process training, encourage exploring alternate ways to achieve the same goals.</p> <p>This may be especially useful when seeking to improve service delivery.</p>	<p>Self-Awareness and Commitment to Growth: State employees will engage in critical self-reflection and lifelong learning and growth.</p>
Be open to learning from the participants and their experiences. Increasing the diversity of experiences that people hear brings valuable learning.	Encourage participants to share their experiences, as appropriate.	
Foster and facilitate open, transparent and authentic exchange of ideas, viewpoints and opinions especially with difficult or unpopular topics or viewpoints.	Trainer/facilitator should be skilled in managing difficult or conflicting viewpoints; redirecting, mediating, etc.	

Recommendations for Required DEI Training for All State Employees

FINAL 3/26/2020

Create an Inclusive Learning Environment		
<p>Create a safe place for all to participate in/by establishing “ground rules” or “group norms.”</p> <p>Have an approach to effectively moderate participants who are especially vocal or speak over others.</p>	<p>Have an intervention plan if participants engage in non-inclusive behaviors, such as stereotyping or humor that targets others.</p> <p>When facilitating a training, avoid making any participant “the enemy.”</p>	<p>DEI Knowledge, Understanding, and Commitment: State employees will know and understand the language and concepts of DEI and be committed to being part of creating, maintaining, and improving a diverse, equitable, respectful, and inclusive workplace.</p> <p>Inclusive Excellence & Allyship: State employees will demonstrate that all people are valued and engaged as members of the group, team, organization, or community through equitable, inclusive and respectful behavior.</p>
<p>Disrupt oppression of groups typically marginalized. Be aware of the dominant culture in the room.</p>	<p>Call out oppressive, violent, verbal, and non-verbal behaviors and microaggressions when they are present.</p> <p>Support and encourage participants to speak up when they experience or identify non-inclusive/disrespectful behaviors.</p>	
<p>Create an inclusive communication culture and environment. Be sensitive and aware of cross-cultural communication styles and dynamics.</p>	<p>Face participants when speaking so they can see your expressions and lips.</p>	
<p>Be diligent about creating a learning environment that supports individual learning needs.</p>	<p>Consider providing baskets with fidget toys at the center of tables for sensory processing. These often reduce anxiety and offer self-regulation for people with attention deficit hyperactivity disorder and autism.</p>	
<p>Consider events and holy days important to all cultures and religions when scheduling training, as well.</p>	<p>Have a calendar that includes all religious events. Be intentional about seeking out this information.</p>	<p>DEI Knowledge, Understanding, and Commitment: State employees will know and understand the language and concepts of DEI and be committed to being part of creating, maintaining, and improving a diverse, equitable, respectful, and inclusive workplace.</p> <p>Inclusive Excellence & Allyship: State employees will demonstrate that all people are valued and engaged as members of the</p>
<p>Plan for assigning tasks equally.</p>	<p>Assign note-taking or group lead activities regardless of gender or language abilities, and with personal preference in mind.</p>	

Recommendations for Required DEI Training for All State Employees

FINAL 3/26/2020

<p>Consider how you can make the training a welcoming place.</p>	<p>Plan for all participants' needs, such as personal space, time for prayer, or other culturally important behaviors.</p> <p>Greet people at the door.</p> <p>Consider light refreshments or beverages.</p> <p>Consider playing soft instrumental music as people arrive.</p> <p>Provide pens, tissues and hand sanitizer.</p>	<p>group, team, organization, or community through equitable, inclusive and respectful behavior.</p>
<p>Assess the training environment and situations where environmental cues may be required in order to be inclusive of all people.</p>	<p>Use visual cues and prompts that may help people with hearing and speech difficulties and sounds/noises for people with visual difficulties.</p>	
<p>Layout/Facility</p>		

<p>Is the facility suitable?</p>	<p>Consider accessibility, emergency procedures, lighting levels, distance between instructor and participants, distance between participants, sound/acoustics, distractions, etc.</p>	<p>DEI Knowledge, Understanding, and Commitment: State employees will know and understand the language and concepts of DEI and be committed to being part of creating, maintaining, and improving a diverse, equitable, respectful, and inclusive workplace.</p> <p>Inclusive Excellence & Allyship: State employees will demonstrate that all people are valued and engaged as members of the group, team, organization, or community through equitable, inclusive and respectful behavior.</p>
<p>Develop and communicate a guide/plan for clear emergency evacuation instructions for participants with disabilities.</p>	<p>Instruct participants with mobility impairments where to wait for assistance in case of emergency.</p> <p>Identify the evacuation coordinator in advance and make sure they are aware of participant needs.</p>	

Recommendations for Required DEI Training for All State Employees

FINAL 3/26/2020

Look at Your Own Behavior and Biases		
<p>Be aware of the concept of unconscious bias in yourself and others.</p> <p>Identify your personal triggers to help you consciously notice and shift your initial response.</p>	<p>Include a checklist or tool that can be used by you and trainers, such as Strategies to Address Implicit Bias.</p> <p>Have a plan to give yourself time and space to respond appropriately.</p> <p>Have “back pocket” questions available to defuse tension, such as “How did that make you feel?” or “Why do you think that might be?”</p>	<p>Self-Awareness and Commitment to Growth: State employees will engage in critical self-reflection and lifelong learning and growth.</p>
<p>When participants are unconsciously or consciously trying to discredit you, avoid getting into a power struggle. Ask for more information to deepen your knowledge of where they are coming from.</p>	<p>“Could you give me an example?”</p> <p>“Help me better understand why you feel that way.”</p> <p>“Tell me more about _____.”</p> <p>“I’m sensing that you are (insert emotion). What’s going on for you right now?”</p>	
<p>Behavior should model inclusion.</p>	<p>Make sure the same participants aren’t being called on each time and that you’re giving equal talking time to all participants.</p> <p>Greet all participants equally.</p> <p>Learn each participant’s preferred name and how to pronounce it properly.</p> <p>Encourage including preferred pronouns.</p> <p>Examine your language for slang, jargon, colloquialisms, microaggressions,</p>	<p>Self-Awareness and Commitment to Growth: State employees will engage in critical self-reflection and lifelong learning and growth.</p> <p>DEI Knowledge, Understanding, and Commitment: State employees will know and understand the language and concepts of DEI and be committed to being part of creating, maintaining, and improving a diverse, equitable, respectful, and inclusive workplace.</p>

Recommendations for Required DEI Training for All State Employees

FINAL 3/26/2020

	abbreviations/acronyms, and jokes that may offend or not be easily understood by all.	Inclusive Excellence & Allyship: State employees will demonstrate that all people are valued and engaged as members of the group, team, organization, or community through equitable, inclusive and respectful behavior.
--	---	---