

DRAFT – Revised 7/23/20

Office of Equity Task Force Final Proposal

APPENDICES

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APPENDIX A. Task Force Membership

Office of Equity Task Force Members	
Governor’s Interagency Council on Health Disparities Benjamin Danielson (Co-chair) Jan Olmstead (Co-chair)	Legislators* Senator Manka Dhingra Representative Mia Gregerson (alternate) Representative Jeremie Dufault Alec Regimbal (alternate) Representative Melanie Morgan
Office of the Governor RaShelle Davis	
Diversity, Equity, and Inclusion (DEI) Council Karen A. Johnson	Governor’s Office of Indian Affairs (GOIA) Craig Bill Mystique Hurtado (alternate)
Human Rights Commission Sharon Ortiz Laura Lindstrand (alternate)	WA State Women’s Commission (WSWC) Michelle Gonzalez (former) Marie Vela (former alternate)
Disability Community Elizabeth Gordon – Governor’s Committee on Disability Issues and Employment (GCDE) Mandeep Kaundal (former alternate)	LGBTQ Community Allison Spector Manny Santiago (alternate) – LGBTQ Commission Omar Santana (alternate) – LGBTQ Commission
Office of Minority and Women’s Business Enterprises (OMWBE) Lisa van der Lugt Rex Brown (alternate) Marika Barto (alternate)	Commission on Asian Pacific American Affairs (CAPAA) Toshiko Hasegawa Carrie Huie Pascua (alternate)
Commission on Hispanic Affairs (CHA) Maria Siguenza	Commission on African American Affairs (CAA) Ed Prince
* One legislator seat remained vacant, which was reserved for a Republican senator.	

APPENDIX B. Task Force Authorizing Proviso

ENGROSSED SUBSTITUTE HOUSE BILL 1109 – State Operating Budget [Chapter 415, Laws of 2019](#)¹

Sec. 221, Subsection 7:

(7)(a) \$285,000 of the general fund—state appropriation for fiscal year 2020 and \$15,000 of the general fund—state appropriation for fiscal year 2021 are provided solely for the governor's interagency coordinating council on health disparities to establish a task force to develop a proposal for the creation of an office of equity. The purpose of the office of equity is to promote access to equitable opportunities and resources that reduce disparities, including racial and ethnic disparities, and improve outcomes statewide across all sectors of government. The council must provide staff support and coordinate community and stakeholder outreach for the task force.

(b) The task force shall include:

- (i) The chair of the interagency coordinating council on health disparities, or the chair's designee, who shall serve as the chair of the task force;
- (ii) Two members of the House of Representatives, appointed by the speaker of the House of Representatives;
- (iii) Two members from the senate, appointed by the president of the senate;
- (iv) A representative from the office of the governor, appointed by the governor;
- (v) A representative from the office of financial management's diversity, equity, and inclusion council, appointed by the governor;
- (vi) A representative from the office of minority and women's business enterprises, appointed by the director of the office of minority and women's business enterprises;
- (vii) A representative from each ethnic commission, appointed by the director of each respective commission;
- (viii) A representative from the women's commission, appointed by the director of the commission;

¹ This is an excerpt from the full bill. The full text can be accessed here:
<http://lawfilesexternal.wa.gov/biennium/2019-20/Pdf/Bills/Session%20Laws/House/1109-S.SL.pdf>

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(ix) A representative from the human rights commission, appointed by the director of the commission;

(x) The director of the governor's office of Indian affairs, or the director's designee;

(xi) A member of the disability community, appointed by the chair of the governor's committee on disability issues and employment; and

(xii) A member of the lesbian, gay, bisexual, transgender, and queer community, appointed by the office of the governor.

(c) The task force must submit a preliminary report to the governor and legislature by December 15, 2019. The task force must submit a final proposal to the governor and the legislature by July 1, 2020. The final proposal must include the following recommendations:

(i) A mission statement and vision statement for the office;

(ii) A definition of "equity," which must be used by the office to guide its work;

(iii) The organizational structure of the office, which must include a community liaison for the office;

(iv) A plan to engage executive level management from all agencies;

(v) Mechanisms for facilitating state policy and systems change to promote equity, promoting community outreach and engagement, and establishing standards for the collection, analysis, and reporting of disaggregated data regarding race and ethnicity;

(vi) Mechanisms for accountability to ensure that performance measures around equity are met across all agencies, including recommendations on audits of agencies and other accountability tools as deemed appropriate; and

(vii) A budget proposal including estimates for costs and staffing.

(d) Nonlegislative members of the task force must be reimbursed for expenses incurred in the performance of their duties in accordance with RCW 43.03.050 and 43.03.060. Legislative members must be reimbursed for expenses incurred in accordance with RCW 44.04.120.

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APPENDIX C. E2SHB 1783 – Office of Equity (Chapter 332, Laws of 2020)

ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1783 – Office of Equity
[Chapter 332, Laws of 2020](#)

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1783

Chapter 332, Laws of 2020

(partial veto)

66th Legislature 2020
Regular Session

OFFICE OF EQUITY

EFFECTIVE DATE: June 11, 2020—Except for section 3, which becomes effective July 1, 2020.

Passed by the House March 9, 2020 Yeas
57 Nays 39

CERTIFICATE

LAURIE JINKINS
**Speaker of the House of
Representatives**

I, Bernard Dean, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1783** as passed by the House of Representatives and the Senate on the dates hereon set forth.

Passed by the Senate March 5, 2020 Yeas
28 Nays 21

BERNARD DEAN
Chief Clerk

CYRUS HABIB

President of the Senate

Approved April 3, 2020 1:41 PM with the exception of sections 6 and 7, which are vetoed.

FILED

April 3, 2020

JAY INSLEE
Governor of the State of Washington

**Secretary of State
State of Washington**

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ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1783

AS AMENDED BY THE SENATE

Passed Legislature - 2020 Regular Session

State of Washington

**66th Legislature
Session**

2019 Regular

By House Appropriations (originally sponsored by Representatives Gregerson, Morgan, Ryu, Lovick, Valdez, Ramos, Thai, Reeves, Slatter, Lekanoff, Peterson, Macri, Entenman, Pettigrew, Bergquist, Callan, Stonier, Orwall, Hudgins, Riccelli, Mead, Senn, Santos, Chapman, Walen, Kloba, Doglio, Tarleton, Pollet, Dolan, Davis, Jinkins, Wylie, Shewmake, Pellicciotti, Fey, Stanford, Sells, Morris, Kilduff, Leavitt, Appleton, Tharinger, Ormsby, Frame, and Robinson)

READ FIRST TIME 03/01/19

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Sec. 1. The legislature finds that the population of Washington State has become increasingly diverse over the last several decades. The legislature also finds that as the demographics of our state change, historically and currently marginalized communities still do not have the same opportunities to meet parity as their nonmarginalized counterparts across nearly every measure including education, poverty employment health, and more. Inequities based on race, ethnicity, gender, and other characteristics continue to be deep, pervasive, and persistent, and they come at a great economic and social cost. When individuals face barriers to achieving their full potential, the impact is felt by the individual, their communities, businesses, governments, and the economy as a whole the form of lost wage, avoidable public expenditures, and more. This includes social ramifications that emerging technology, such as artificial intelligence and facial recognition technology, may have on historically and currently marginalized communities. It is the intent of the legislature to review these emerging technologies either already in use by agencies or before their launch by agencies if not already in use and make recommendations regarding agency use to ensure that the technology is used in a manner that benefits society and does not have disparate negative impacts on historically and currently marginalized communities or violate their civil rights. It is further intended that the office should collaborate with other state efforts in this regard.

The legislature finds that a more inclusive Washington is possible if agencies identify and implement effective strategies to eliminate systemic inequities. The legislature recognizes that different forms of discrimination and oppression are related to each other, and these relationships need to be taken into account.

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The legislature finds that over the years, significant strides have been made within agencies to address the disparate outcomes faced by historically and currently marginalized communities. While these efforts have yielded positive work, the legislature finds that the work happening in agencies is fragmented across state government. Additionally, smaller agencies may not have the resources necessary to identify and implement policies to address systemic inequities. Furthermore, the legislature finds that the commission on African American affairs, the commission on Asian Pacific American affairs, the commission on Hispanic affairs, the governor's office of Indian affairs, the LGBTQ commission, the women's commission, and the human rights commission each play an important and integral role by serving as a voice for their respective communities and linking state government to these communities. The office is distinct from the commissions because it will serve as the state's subject matter expert on diversity, equity, and inclusion to state agencies and will provide technical assistance and support to agencies while each agency implements its individual equity plan. The office is not duplicative of the commissions, rather it is the intent of the legislature that the office will work in collaboration with the commissions. It is not the legislature's intent to eliminate the commissions or to reduce funding to the commissions by creating the office. Instead, it is the intent of the legislature that the office and the commissions shall work in a complementary manner with each other, support each other's work, jurisdictions, and missions, and adequately fund the commissions and the office as they take on their new complementary roles.

The legislature finds that state government must identify and coordinate effective strategies that focus on eliminating systemic barrier for historically and currently marginalized groups. To support this objective, an office of equity will provide a unified vision around equity for all state agencies. The office will assist government agencies to promote diversity, equity, and inclusion in all aspects of their decision making, including but not limited to services, programming, policy development, budgeting, and staffing. Doing so will foster a culture of accountability within state government that promotes opportunity for marginalized communities and will help normalize language and concepts around diversity, equity, and inclusion.

NEW SECTION. Sec. 2. The definitions in this section apply throughout this chapter unless the context clearly requires otherwise. (1) "Agency" means every state executive office, agency, department, or commission.

(2) "Director" means the director of the Washington state office of equity.

(3) "Disaggregated data" means data that has been broken down by appropriate subcategories.

(4) "Equity lens" means providing consideration to the characteristics listed in RCW 49.60.030, as well as immigration status and language access, to evaluate the equitable impacts of an agency's policy or program.

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(5) "Office" means the Washington state office of equity.

NEW SECTION. Sec. 3. (1) The Washington state office of equity is established within the office of the governor for the purpose of promoting access to equitable opportunities and resources that reduce disparities, and improve outcomes statewide across state government.

(2) The office envisions everyone in Washington having full access to the opportunities and resources they need to flourish and achieve their full potential.

(3) The work of the office must:

(a) Be guided by the following principles of equity:

(i) Equity requires developing, strengthening, and supporting policies and procedures that distribute and prioritize resources to those who have been historically and currently marginalized, including tribes;

(ii) Equity requires the elimination of systemic barriers that have been deeply entrenched in systems of inequality and oppression; and

(iii) Equity achieves procedural and outcome fairness, promoting dignity, honor, and respect for all people;

(b) Complement and not supplant the work of the statutory commissions.

NEW SECTION. Sec. 4. (1) The office is administered by a director, who is appointed by the governor with advice and consent of the senate. The director shall report to the governor. The director must receive a salary as fixed by the governor in accordance with RCW 14 43.03.040.

(2) The director shall:

(a) Employ and supervise staff as necessary to carry out the purpose of this chapter and the duties of the office; and

(b) Oversee the administration, programs, and policies of the office in accordance with the principles in section 3 of this act.

NEW SECTION. Sec. 5. (1) The office shall work to facilitate policy and systems change to promote equitable policies, practices, and outcomes through:

(a) **Agency decision making.** The office shall assist agencies in applying an equity lens in all aspects of agency decision making, including service delivery, program development, policy development, and budgeting. The office shall provide assistance by:

(i) Facilitating information sharing between agencies around diversity, equity, and inclusion issues;

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- (ii) Convening work groups as needed;
 - (iii) Developing and providing assessment tools for agencies to use in the development and evaluation of agency programs, services, policies, and budgets;
 - (iv) Training agency staff on how to effectively use the assessment tools developed under (a)(iii) of this subsection, including developing guidance for agencies on how to apply an equity lens to the agency's work when carrying out the agency's duties under this chapter;
 - (v) Developing a form that will serve as each agency's diversity, equity, and inclusion plan, required to be submitted by all agencies under section 7 of this act, for each agency to report on its work in the area of diversity, equity, and inclusion. The office must develop the format and content of the plan and determine the frequency of reporting. The office must post each agency plan on the dashboard referenced in (d) of this subsection;
 - (vi) Maintaining an inventory of agency work in the area of diversity, equity, and inclusion; and
 - (vii) Compiling and creating resources for agencies to use as guidance when carrying out the requirements under section 7 of this act.
- (b) **Community outreach and engagement.** The office shall staff the community advisory board created under section 6 of this act and may contract with commissions or other entities with expertise in order to identify policy and system barriers, including language access, to meaningful engagement with communities in all aspects of agency decision making.
- (c) **Training on maintaining a diverse, inclusive, and culturally sensitive workforce.** The office shall collaborate with the office of financial management and the department of enterprise services to develop policies and provide technical assistance and training to agencies on maintaining a diverse, inclusive, and culturally sensitive workforce that delivers culturally sensitive services.
- (d) **Data maintenance and establishing performance metrics.** The office shall:
- (i) Collaborate with the office of financial management and agencies to:
 - (A) Establish standards for the collection, analysis, and reporting of disaggregated data as it pertains to tracking population level outcomes of communities, except as provided under (d)(i)(D) of this subsection;
 - (B) Create statewide and agency-specific process and outcome measures to show performance:

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- (I) Using outcome-based methodology to determine the effectiveness of agency programs and services on reducing disparities; and
- (II) Taking into consideration community feedback from the community advisory board on whether the performance measures established accurately measure the effectiveness of agency programs and services in the communities served;
- (C) Create an online performance dashboard to publish state and agency performance measures and outcomes; and
- (D) Identify additional subcategories in workforce data for disaggregation in order to track disparities in public employment; and
 - (ii) Coordinate with the office of privacy and data protection to address cybersecurity and data protection for all data collected by the office.
- (e) **Accountability.** The office shall:
 - (i) Publish a report for each agency detailing whether the agency has met the performance measures established pursuant to (d)(i) of this subsection and the effectiveness of agency programs and services on reducing disparities. The report must include the agency's strengths and accomplishments, areas for continued improvement, and areas for corrective action. The office must post each report on the dashboard referenced in (d) of this subsection;
 - (ii) Establish a process for the office to report on agency performance in accordance with (e)(i) of this subsection and a process for agencies to respond to the report. The agency's response must include the agency's progress on performance, the agency's action plan to address areas for improvement and corrective action, and a timeline for the action plan; and
 - (iii) Establish procedures to hold agencies accountable, which may include conducting performance reviews related to agency compliance with office performance measures.
- (2) By October 31, 2022, and every year thereafter, the office shall report to the governor and the legislature. The report must include a summary of the office's work, including strengths and accomplishments, an overview of agency compliance with office standards and performance measures, and an equity analysis of the makeup of the community advisory board established in section 6 of this act to ensure that it accurately reflects historically and currently marginalized groups.
- (3) The director and the office shall review the final recommendations submitted pursuant to section 221, chapter 415, Laws of 2019, by the task force established under section 221, chapter 415, Laws of 2019, and report back to the governor and the

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legislature with any additional recommendations necessary for the office to carry out the duties prescribed under this chapter.

***NEW SECTION. Sec. 6. (1) A community advisory board is created within the office to advise the office on its priorities and timelines.**

(2) The director must appoint members to the community advisory board to support diverse representation by geography and identity. The director may collaborate with the commission on African American affairs, the commission on Asian Pacific American affairs, the commission on Hispanic affairs, the governor's office of Indian affairs, the human rights commission, the LGBTQ commission, the women's commission, and any other agency the office deems necessary, to find individuals with diverse representation by geography and identity for the community advisory board.

(3) The community advisory board shall, among other duties determined by the director, provide guidance to the office on standards and performance measures.

(4) The community advisory board is staffed by the office.

(5) Board members shall be entitled to compensation of fifty dollars per day for each day spent conducting official business and to reimbursement for travel expenses as provided by RCW 43.03.050 and 22 43.03.060.

(6) The community advisory board may adopt bylaws for the operation of its business for the purposes of this chapter.

***Sec. 6 was vetoed. See message at end of chapter.**

***NEW SECTION. Sec. 7. Each agency shall: (1) Designate an agency diversity, equity, and inclusion liaison within existing resources to serve as the liaison between the agency and the office;**

(2) Apply an equity lens, as developed by the office in accordance with section 5 of this act, to assess existing and proposed agency policies, services and service delivery, practices, programs, and budget decisions using the assessment tools developed by the office pursuant to section 5 of this act;

(3) Develop and submit a diversity, equity, and inclusion plan to the office, in accordance with section 5 of this act;

(4) Develop and maintain written language access policies and plans;

(5) Collaborate with the office to establish performance measures in accordance with section 5 of this act

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(6) Provide data and information requested by the office in accordance with standards established under section 5 of this act; and

(7) Submit a response to the office's report on agency performance under section 5 of this act.

***Sec. 7 was vetoed. See message at end of chapter.**

NEW SECTION. **Sec. 8.** The office may:

- (1) Provide technical assistance to agencies;
- (2) Conduct research projects, as needed, provided that no research project is proposed or authorizes funding without consideration of the business case for the project including a review of the total cost of the project, similar projects conducted in the state, and alternatives analyzed;
- (3) Conduct policy analyses and provide a forum where ideas and issues related to diversity, equity, and inclusion plans, policies, and standards can be reviewed;
- (4) Develop policy positions and legislative proposals;
- (5) Consider, on an ongoing basis, ways to promote investments in enterprise-level diversity, equity, and inclusion projects that will result in service improvements and cost efficiency;
- (6) Fulfill external data requests, as resources allow; and
- (7) Receive and solicit gifts, grants, and endowments from public or private sources that are made for the use or benefit of the office and to expend the same or any income therefrom according to their terms and this chapter. The director must report funds received from private sources to the office of financial management on a regular basis. Funds received from private sources may not be applied to reduce or substitute the office's budget as appropriated by the legislature, but must be applied and expended toward projects and functions authorized by this chapter that were not funded by the legislature.

NEW SECTION. **Sec. 9.** Nothing in this act creates any right or cause of action, nor may it be relied upon to compel the establishment of any program or special entitlement.

NEW SECTION. **Sec. 10.** Sections 1 through 9 of this act constitute a new chapter in Title 43 RCW.

NEW SECTION. **Sec. 11.** Section 3 of this act takes effect July 1, 2020.

Passed by the House March 9, 2020.

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Passed by the Senate March 5, 2020.

Approved by the Governor April 3, 2020, with the exception of certain items that were vetoed.

Filed in Office of Secretary of State April 3, 2020.

Note: Governor's explanation of partial veto is as follows:

"I am returning herewith, without my approval as to Sections 6 and 7, Engrossed Second Substitute House Bill No. 1783 entitled:

"AN ACT Relating to creating the Washington state office of equity."

Section 6 creates a community advisory board, which is given certain duties. Section 7 directs each state agency to, among other things, develop plans and policies and provide data and information pursuant to the bill. Circumstances have changed dramatically since the 2020 supplemental operating budget was approved by the Legislature last month. The COVID-19 pandemic is having catastrophic effects on the health and welfare of Washingtonians. It will also have a major impact on the economic health of our state. I have conferred with leaders in the House of Representatives and Senate, and we agree that we must prepare for the effects of the lost revenue that will result from this pandemic.

For these reasons I have vetoed Sections 6 and 7 of Engrossed Second Substitute House Bill No. 1783.

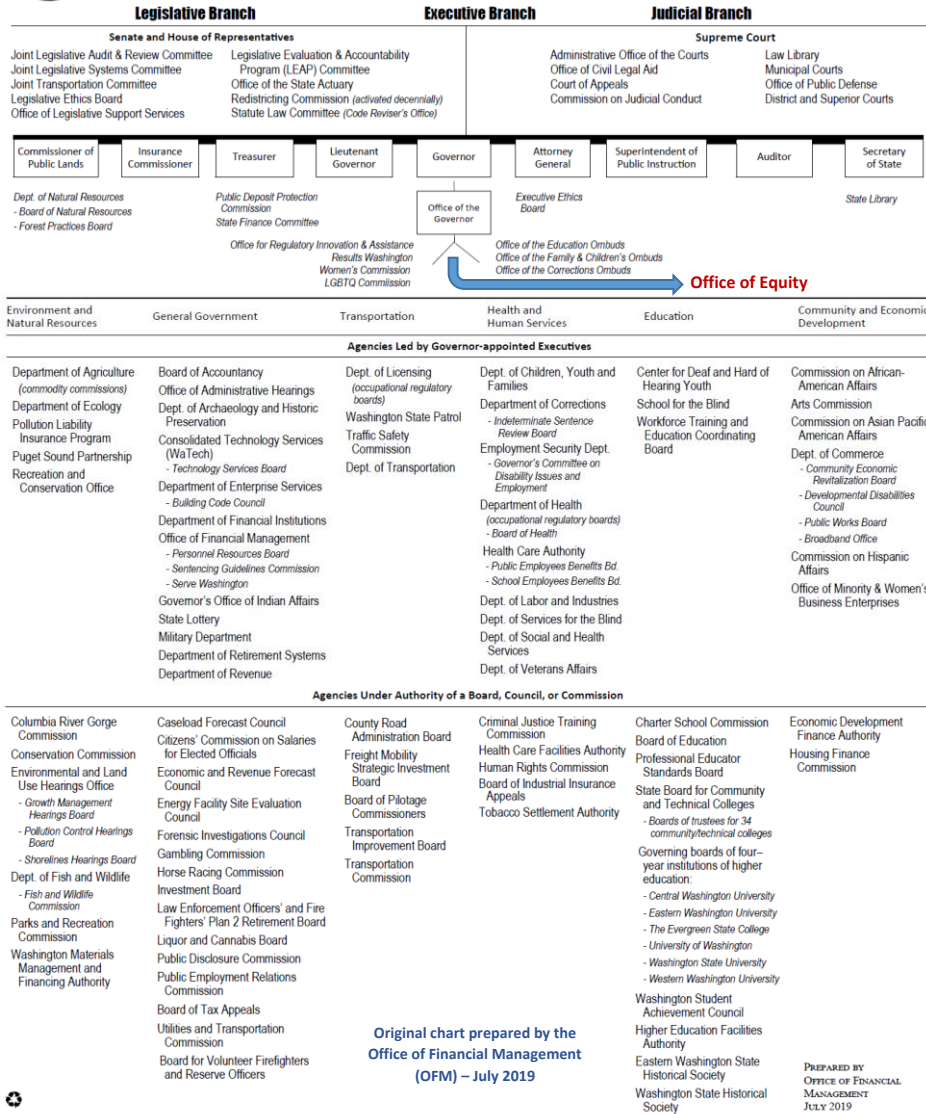
With the exception of Sections 6 and 7, Engrossed Second Substitute House Bill No. 1783 is approved."

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APPENDIX D. WA State Government Organizational Chart



2019 Organization Chart Washington State Government



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APPENDIX E. Letter to Governor Jay Inslee (June 2020)



**STATE OF WASHINGTON
OFFICE OF EQUITY TASK FORCE**

PO Box 47990 • Olympia, Washington 98504-7990

June 12, 2020

The Honorable Jay Inslee
Governor of Washington State
PO Box 40002
Olympia, WA 98504

Dear Governor Inslee,

The coronavirus pandemic and the intolerable ongoing legacy of police brutality further expose the devastating state of racism and its many related forms of discrimination that exist in our society. Discrimination due to skin color, culture, immigrant status, language, ability, age, gender, sexual orientation, beliefs, and where a person lives. Discrimination for being indigenous. Despite our hope for a different reality, oppression and erasure are embedded in every part of our lives, including our state government.

Today we are facing the incontrovertible and centuries-long truth that the work of promoting equity must be *all our work*. It must include re-envisioning and re-sculpting our infrastructures with an intentional focus on equity. We are in the midst of an uprising—a rejection of racism. The overt forms of racism, like the killing of Black and Brown men and women by police. The eroding kind of racism that makes a virus and its response cause inequitable suffering. And the more generally broad-reaching kinds that subvert futures, constrain opportunity, deny access, undermine dignity, and shorten lives for so many communities of color.

We are in the midst of an uprising for justice. A loud and firm call for substantive change—the kind that is at the heart of your convening of the Office of Equity Task Force a year ago. Your leadership set in motion a conversation about how to lift equity higher in state government. Five months ago, we submitted a report to the Legislature with some tangible steps laying out how to transparently and accountably see equity's powerful lens change the way things are done. This is the very kind of change that today's uprising is resoundingly calling for.

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Your leadership in this moment of anguish has been greatly appreciated. You have encouraged the public workforce “to push for justice and to hold our current institutions of power and privilege responsible.” You have stated that we all have “a responsibility to work for meaningful systemic change.” Our state’s populace is waiting, with appropriate impatience, to see these words matched with actions. State government must match the solutions to the problem. **Now more than ever, we need a Washington State Office of Equity to assist agencies in identifying and implementing effective strategies to eliminate systemic inequities.**

Signing Engrossed Second Substitute House Bill 1783 (creating the WA State Office of Equity) was a necessary and historic first step, but it is not enough. **The work of creating more equitable, inclusive systems must no longer reside in the margins—the Office of Equity must be adequately funded to fulfill its urgent purpose.**

Washingtonians expect action. Budgets reflect our priorities, and they are the clearest demonstration of who we are, who we are willing to stand up for, and who we are unwilling to leave behind. As you and other leaders make difficult funding decisions in the days and months ahead, we urge you to consider the duality of each action. When the state says ‘no’ to funding options that promote transformative change, it is saying ‘yes’ to maintaining a status quo built on historical inequities. As you consider the cost of an option, we urge you to also consider the cost of *not* choosing that option. The pandemic has reinforced a devastating lesson: we can only be as healthy as our most vulnerable and marginalized communities. Our state can no longer afford a system that accomplishes what it was set up to do—to provide opportunity to some at the expense of others. Our state can no longer afford to underinvest in diversity, equity, and inclusion.

Investment in the Office of Equity will save much more than it costs, and will improve lives in priceless ways. It will reduce the avoidable financial toll that inequity takes on the state; from health-related costs, to lost productivity, to falling short on the future wealth of assets this state could enjoy. **Investment in the Office of Equity ensures smart and effective use of limited resources.** The Office of Equity will equip agencies with the necessary tools, guidance, and expectations to make decisions that prioritize resources to historically and currently marginalized communities—those that have been farthest from opportunity. The Office of Equity’s work will cultivate welcoming and inclusive spaces where public employees, saddened and outraged by recent tragic events, can discuss the role each person plays in upholding systems of privilege and oppression. This acknowledgement is the first step to dismantling systems of oppression and addressing historical injustices. Together, we can embark on the journey of collective healing.

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Communities across the state are looking to you and our legislators to show up in this critical moment as your most visionary and powerful selves to ensure that this time will be different. **We urge you to adequately invest in the Office of Equity as a demonstration of our state’s commitment to affirming the humanity, dignity, and equal value of every Washingtonian.**

Sincerely,



Jan Ward Olmstead



Benjamin Danielson

Chairs of the Office of Equity Task Force

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APPENDIX F. GLOSSARY OF DEI-RELATED TERMS

This glossary of equity-related terms created by an interagency workgroup in 2019. The group worked in partnership with the Office of Financial Management (OFM) and the Department of Enterprise Services (DES), and members represented a range of sectors in government, including but not limited to public health, human resources, corrections, and social and health services. The group’s work was informed by research and input/feedback from agency staff and community partners.

draft

Diversity, Equity and Inclusion – Glossary of Equity-Related Terms

Glossary Terms

<u>Ability</u>	<u>Dominant Culture</u>	<u>Power</u>
<u>Ability privilege</u>	<u>Environmental Justice</u>	<u>Power-over</u>
<u>Ableism</u>	<u>Ethnocentrism</u>	<u>Power-with</u>
<u>Access</u>	<u>Equity</u>	<u>Prejudice</u>
<u>Acculturation</u>	<u>Ethnicity</u>	<u>Privilege</u>
<u>Adulthood</u>	<u>Gender Identity</u>	<u>Questioning</u>
<u>Ageism</u>	<u>Gender-Expansive</u>	<u>Race</u>
<u>Ally</u>	<u>Gender Expression</u>	<u>Race Equity</u>
<u>Anti-Semitism</u>	<u>Gender Pronouns</u>	<u>Racism</u>
<u>Assimilate</u>	<u>Genetic Information</u>	<u>Respect</u>
<u>Authentic-Self</u>	<u>Heterosexism</u>	<u>Sexism</u>
<u>Bias</u>	<u>Homophobia</u>	<u>Sexual Orientation</u>
<u>Biological Sex</u>	<u>Identity</u>	<u>Social Construct</u>
<u>Biphobia</u>	<u>Inclusion</u>	<u>Social Justice</u>
<u>Belonging (ness)</u>	<u>Intersectionality</u>	<u>SOGIE</u>
<u>Classism</u>	<u>LGBTQ+</u>	<u>Stereotype</u>
<u>Color</u>	<u>Marginalization</u>	<u>Tokenism</u>
<u>Colorism</u>	<u>Microaggression</u>	<u>Transphobia</u>
<u>Culture</u>	<u>Military Status</u>	<u>Two-Spirit</u>
<u>Cultural Appropriation</u>	<u>Misogyny</u>	<u>Western-centrism</u>
<u>Cultural Competence</u>	<u>Nationality</u>	<u>White Dominant Culture</u>
<u>Cultural Humility</u>	<u>National Origin</u>	<u>White Supremacy</u>
<u>Disability</u>	<u>Oppression/Anti-Oppression</u>	<u>Workforce Diversity</u>
<u>Disablism</u>	<u>Othering</u>	<u>Xenophobia</u>
<u>Discrimination</u>	<u>People of Color or</u>	
<u>Diversity</u>	<u>Communities of Color</u>	

Ability

Having the qualities, skills, competence or capacity to perform an action, or perceived as having the qualities, skills, competence, or capacity to perform an action.

Ability privilege

Unearned benefits, rights or advantages enjoyed by individuals who do not have or are perceived not to have a disability.

Ableism

The belief that people without disabilities are superior, have a better quality of life or have lives more valuable or worth living than people with an actual, perceived or non-apparent disability resulting in othering, oppression, prejudice, stereotyping, or discrimination. *See Disablism.*

Access

Creating and advancing barrier-free design, standards, systems, processes, and environments to provide all individuals, regardless of ability, background, identity or situation, an effective opportunity to take part in, use and enjoy the benefits of: employment, programs, services, activities, communication, facilities, electronic/information technology, and business opportunities.

Acculturation

Process through which a person or group from one culture comes to adopt the practices and values of different cultures, while still retaining their own distinct culture¹.

Adulthood

Prejudice and discrimination against young people in favor of older people.

Ageism

Oppression, prejudice, stereotyping or discrimination based on a person's actual or perceived age. The dominant culture assigns value based on a person's actual or perceived age.

Ally

A person of one social identity group who advocates with and supports members of another group; typically a member of the dominant identity advocating with and supporting a marginalized group².

Anti-Semitism

Oppression, prejudice, stereotyping or discrimination based on a person's actual or perceived membership in a Semitic group. This can include members of Judaism, those that identify as Jewish ethnically, define themselves as Hebrew, are from the nation state of Israel or are from countries where Amharic, Arabic, or Aramaic are spoken.

¹ Cole, Nicki Lisa. "Understanding Acculturation and Why It Happens," July 18, 2019. <https://www.thoughtco.com/acculturation-definition-3026039>.

² "Articles - Diversity and Inclusion Resources - Center for Diversity and Inclusion (CDI) - University of Houston." University of Houston. Accessed October 9, 2019. https://www.uh.edu/cdi/diversity_education/resources/articles/.

Assimilate

The phenomenon that occurs when people belonging to the non-dominant group adjust or integrate their behaviors or attitudes in an attempt to be accepted into the dominant group's culture norms either willingly or forcibly, for the sake of personal and/or professional survival (i.e. to gain/sustain access to the same opportunities and resources as the dominant group).

Authentic-Self

Acting in alignment with your identity. Based on varied circumstances, may be expressed or suppressed.

Bias

Judgment or preference toward or against one group over another.

- **Implicit or Unconscious Bias** refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness.
- **Explicit or Conscious Bias** are biases we know we have and may use on purpose³.

Biological Sex

Biological sex involves a combination of four elements: external genitalia, internal reproductive organs, chromosomes, and hormones.

- **Female** - Born with XX chromosomes, a uterus, female genitalia, and produces female hormones in puberty.
- **Intersex** - Born with one or more of the four elements of biological sex in a combination that is not female or male. Examples are people who are born with internal genitalia complicating the assignment of sex at birth; people born with both male and female genitalia; people born without genitalia; people born with an extra chromosome (XXX, XXY, and XYY); people with genitalia suggesting one gender while the hormones produced in puberty are more consistent with the other gender. Intersexuality occurs as often as every 1 in 100 births.
- **Male** - Born with XY chromosomes, male gonad tissue and genitalia, and produces male hormones in puberty.

Many transgender people use the acronyms AFAB (assigned female at birth) or AMAB (assigned male at birth) to refer to their given gender or biological sex.

Biphobia

A term for fear, anger, intolerance, resentment, hatred, discomfort, or mistrust that one may have toward bisexual people. The term can also connote a fear, disgust, or dislike of being perceived as bisexual.

³"Equity Language Guide." Office of Financial Management. Accessed October 9, 2019. <https://www.ofm.wa.gov/state-human-resources/workforce-diversity-equity-and-inclusion/diversity-equity-and-inclusion-resources/dei-committee-documents>.

Belonging (ness)

Your well-being is considered and your ability to design and give meaning to society's structures and institutions is realized. More than tolerating and respecting differences, belonging requires that all people are welcome with membership and agency in the society. Belonging is vital to have a thriving and engaged populace, which informs distributive and restorative decision-making⁴ (Powell's and Balajee's works on Othering and Belonging). *See Othering*.

Classism

Oppression, prejudice, stereotyping, or discrimination based on a person's actual or perceived class to advantage and strengthen the dominant class.

Color

Pigmentation, complexion, or skin shade or tone. Skin color can be, but it not necessarily, a characteristic of race⁵. *See Colorism*.

Colorism

The belief that a person's skin color, tone, shade, pigmentation, or complexion is superior to another's within a specific racial or ethnic group and includes discrimination based on the perceived lightness, darkness or other color characteristic of a person⁶. *See Color*.

Culture

A set of values, beliefs, customs, norms, perceptions, and experiences shared by a group of people. An individual may identify with or belong to many different cultural groups. Culture is passed to others through communication, learning, and imitation.

Cultural Appropriation

Theft, exploitation, or mimicry of cultural elements for one's own personal use or profit – including symbols, dress, art, music, dance, language, land, customs, medicine, etc. – often without understanding, acknowledgment, or respect for its value in the original culture. In the United States, it results from the assumption of a white dominant culture's right to take other cultural elements^{7, 8}. *See White-Dominant Culture*

⁴“An Evolutionary Roadmap for Belonging and Co-Liberation.” Othering and Belonging (blog), August 29, 2018. <http://www.otheringandbelonging.org/evolutionary-roadmap-belonging-co-liberation/>.

⁵“What Is the Difference between ‘Race’ Discrimination and ‘Color’ Discrimination?” Greenwald Doherty LLP. Accessed October 9, 2019. <http://www.greenwalddl.com/law-clips/difference-race-discrimination-color-discrimination/>.

⁶Ibid.

⁷Resistance, Colours of. “Colours of Resistance Archive.” Colours of Resistance Archive (blog). Accessed October 9, 2019. <http://www.coloursofresistance.org/definitions/cultural-appropriation/>.

⁸“What Is Cultural Appropriation?” Philosophy Talk. Accessed October 9, 2019. <https://www.philosophytalk.org/blog/what-cultural-appropriation>.

Cultural Competence

An ability to interact effectively with people of all cultures and understand many cultural frameworks, values, and norms. Cultural competence comprises four components:

- Awareness of one’s own cultural worldview,
- Attitude towards cultural differences,
- Knowledge of different cultural practices and worldviews, and
- Cross-cultural skills.

A key component of cultural competence is respectfully engaging others with cultural dimensions and perceptions different from our own and recognizing that none is superior to another. Cultural competence is a developmental process that evolves over an extended period.

Cultural Humility

Approach to respectfully engaging others with cultural identities different from your own and recognizing that no cultural perspective is superior to another. The practice of cultural humility for white people is to: acknowledge systems of oppression and involves critical self-reflection, lifelong learning and growth, a commitment to recognizing and sharing power, and a desire to work toward institutional accountability. The practice of cultural humility for people of color is to accept that the dominant culture does exist, that institutional racism is in place, to recognize one’s own response to the oppression within it, to work toward dismantling it through the balanced process of calling it out and taking care of one’s self⁹.

Disability

An actual, perceived, or non-apparent physical, sensory, mental, or cognitive condition that has an adverse effect on a person’s ability to carry out day-to-day life functions. Environmental barriers may hinder persons with disabilities from fully and effectively participating on an equitable basis.

Disablism

A set of assumptions (conscious or unconscious) and practices that promote the differential or unequal treatment of people because of actual, perceived, or non-apparent disabilities¹⁰. See *Ableism*.

Discrimination

Inequitable treatment of an individual or group based on their actual or perceived membership in a specific group.

Diversity

Describes the presence of differences within a given setting, collective, or group. An individual is not diverse – a person is unique. Diversity is about a collective or a group and exists in relationship to others. A team, an organization, a family, a neighborhood, and a community can be diverse. A person can bring

⁹“Equity Language Guide.” Office of Financial Management. Accessed October 9, 2019. <https://www.ofm.wa.gov/state-human-resources/workforce-diversity-equity-and-inclusion/diversity-equity-and-inclusion-resources/dei-committee-documents>.

¹⁰“What Is Ableism?” Accessed October 9, 2019. <http://www.stopableism.org/p/what-is-ableism.html>.

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diversity of thought, experience, and trait, (seen and unseen) to a team — and the person is still an individual¹¹. See *Workforce Diversity and Workplace Diversity*.

Dominant Culture

The most institutionally normalized power, is widespread, and influential across societal structures and entities in which multiple cultures are present. See *Culture and White Dominant Culture*.

Environmental Justice

Environmental justice means the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income in the development, implementation, and enforcement of environmental laws, regulations, and policies. It recognizes that there are communities that are under-resourced, marginalized and oppressed across Washington that are disproportionately affected. Justice will be achieved when everyone enjoys the same degree of protection from environmental and health hazards, access to the decision-making process, and benefits of a healthy environment in which to live, learn, and work¹².

Ethnocentrism

The belief that one's own ethnic group or culture is superior to other ethnic groups and cultures.

Equity

The act of developing, strengthening, and supporting procedural and outcome fairness in systems, procedures, and resource distribution mechanisms to create equitable (not equal) opportunity for all people. Equity is distinct from equality which refers to everyone having the same treatment without accounting for differing needs or circumstances. Equity has a focus on eliminating barriers that have prevented the full participation of historically and currently oppressed groups.

Ethnicity

A social construct that divides people into smaller social groups based on characteristics such as values, behavioral patterns, language, political and economic interests, history, and ancestral geographical base^{13,14}.

¹¹ "Diversity & Inclusion." U.S. Office of Personnel Management. Accessed October 9, 2019. <https://www.opm.gov/policy-data-oversight/diversity-and-inclusion/>.

¹² US EPA, OA. "Environmental Justice." Collections and Lists. US EPA, November 3, 2014. <https://www.epa.gov/environmentaljustice>.

¹³ "Our Research – ProInspire." Accessed October 9, 2019. <https://www.equityinthecenter.org/our-research/>.

¹⁴ "Articles - Diversity and Inclusion Resources - Center for Diversity and Inclusion (CDI) - University of Houston." University of Houston. Accessed October 9, 2019. https://www.uh.edu/cdi/diversity_education/resources/articles/.

Gender Identity

A person's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. A person's gender identity can be the same or different from their biological sex.

- **Agender** - Without gender. When a person feels they have no gender at all and have no connection to any gender.
- **Cisgender** - Describes a person whose gender identity and gender expression matches the gender typically associated with their biological sex. Often abbreviated to "Cis".
- **Gender Non-Binary** - A term of self-identification for people who do not identify within the limited and binary terms that have described gender identity: male or man, female or woman.
- **Genderfluid** - Individuals whose gender varies over time. A gender fluid person may at any time identify as male, female, agender, any other non-binary identity, or some combination of identities.
- **Genderqueer** - Describes a person who identifies outside of the binary of male/man and female/woman. It is also used as an umbrella term for many gender non-conforming or non-binary identities (i.e. agender, bi-gender, genderfluid).
- **Transgender** - An umbrella term used to describe a person whose gender identity and sex assigned at birth do not correspond.

Gender-Expansive

An umbrella term used for individuals that broaden their own culture's commonly held definitions of gender, including expectations for its expression, identities, roles, and/or other perceived gender norms. Gender-expansive individuals include those with transgender and non-binary identities, as well as those whose gender in some way is seen to be stretching society's notions of gender¹⁵. See *Gender Identity and Gender Expression*.

Gender Expression

External appearance of one's gender, usually expressed through behavior, clothing, haircut or intonation, and which may or may not conform to societal expectations of a person's sex assigned at birth or their gender identity.

- **Gender Non-Conforming** - A way to describe a person whose gender expression does not correspond with their sex assigned at birth. It is not used as a personal identifier¹⁶.

Gender Pronouns

A pronoun that a person chooses to refer to themselves. These include, but aren't limited to: she, her, hers, herself; he, him, his, himself; they, them, theirs, themselves; and ze, hir or zir, hirs or zirs, hirself or zirself.

¹⁵ "Gender-Expansive." Gender Spectrum (blog). Accessed October 9, 2019. <https://www.genderspectrum.org/glossary/gender-expansive/>.

¹⁶ "What's the Difference between 'Gender Identity' and 'Gender Expression'? – The LGBTQ+ Experiment." Accessed October 9, 2019. <https://lgbtqexperiment.com/2018/11/08/whats-the-difference-between-gender-identity-and-gender-expression/>.

Genetic Information

Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about the manifestation of a disease or disorder in an individual's family members^{17,18}.

Heterosexism

Discrimination or prejudice against LGBTQ+ people on the assumption that heterosexuality is the cultural norm and the prejudiced belief that heterosexuals are socially and culturally superior.

Homophobia

A term for fear, anger, intolerance, resentment, hatred, discomfort, or mistrust that one may have toward LGBTQ+ people. Can also connote a fear, disgust, or dislike of being perceived as LGBTQ+.

Identity

A person's innermost concept of self. How an individual perceives themselves and what they call themselves.

Inclusion

Intentionally designed, active, and ongoing engagement with people that ensures opportunities and pathways for participation in all aspects of group, organization, or community, including decision-making processes. Inclusion is not a natural consequence of diversity. There must be intentional and consistent efforts to create and sustain a participative environment. Inclusion refers to how groups show that people are valued as respected members of the group, team, organization, or community. Inclusion is often created through progressive, consistent, actions to expand, include, and share.

Intersectionality

Intersectionality is a framework for understanding the interaction of cultures and identities held by an individual. Intersectionality explains how an individual with multiple identities that may have been marginalized can experience compounded oppression (such as racism, sexism, and classism) or how an individual can experience privilege in some areas and disadvantage in other areas. It takes into account people's overlapping identities to understand the complexity of their life outcomes and experiences^{19,20}.

LGBTQ+

An acronym that describes individuals who identify as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual. The "+" respectively includes, but is not limited to, two-spirit and pansexual. The term queer is sometimes used within the community as an umbrella term to refer to all LGBTQ+ people. It may also be used as a political statement which advocates breaking binary thinking and seeing sexual orientation, gender identity and gender expression as fluid.

¹⁷ "Our Research – ProInspire." Accessed October 9, 2019. <https://www.equityinthecenter.org/our-research/>.

¹⁸ "Genetic Discrimination." Accessed October 9, 2019. <https://www.eeoc.gov/laws/types/genetic.cfm>.

¹⁹ Crenshaw, Kimberlé, ed. *Critical Race Theory: The Key Writings That Formed the Movement*. New York: New Press, 1995.

²⁰ Crenshaw, Kimberlé. *On Intersectionality: Essential Writings*. New York: New Press, 2019.

Marginalization

The social process of relegating a particular person, groups or groups of people to an unimportant or powerless position. This use of power prevents a particular person, group, or groups of people from participating fully in decisions affecting their lived experiences, rendering them insignificant or peripheral. Some individuals identify with multiple groups that have been marginalized. People may experience further marginalization because of their intersecting identities.

Microaggression

The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership^{21,22}.

Military Status

A person's connection to the military in the categories listed below:

- **Disabled Veterans** - A veteran who is entitled to compensation under laws administered by the Department of Veteran Affairs or a person who was discharged or released from active duty because of a service-connected disability. This includes veterans who would be entitled to disability compensation if they were not receiving military retirement pay instead.
 - Reference: Title 38 U.S.C. Section 4211 (3)
- **Military Spouse** - Washington state recognizes military spouse as any person currently or previously married to a military service member during the service member's time of active, reserve, or National Guard duty.
 - Reference: [Executive Order 19-01](#)
- **National Guard & Reserve Service** - The Armed Forces reserve component includes the Army Reserve, Navy Reserve, Marine Corps Reserve, Air Force Reserve, Coast Guard Reserve, Army National Guard of the United States and the Air National Guard of the United States. The individuals are currently serving in a reserve component capacity contributing to the national security and military readiness.
 - Reference: Title 38 U.S.C. Section 101 (7)
- **Special Disabled Veterans** - A veteran who is entitled to compensation under laws administered by the Department of Veteran Affairs
 - a disability rated at 30 percent or more; or
 - a disability rated at 10 or 20 percent in the case of a veteran who has been determined under 38 U.S.C. 3106 to have a serious employment handicap; or
 - a discharge or release from active duty because of a service-connected disability.
 - Reference: Title 38 U.S.C. Section 4211 (1)
- **Veteran**: includes every person who has received a discharge or was released from active military service under conditions other than dishonorable or is in receipt of a United States department of defense discharge document that characterizes their military service as other than dishonorable (RCW 41.04.007 & Title 38 U.S.C.).

²¹ "Microaggressions: More Than Just Race." Psychology Today. Accessed October 9, 2019. <http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race>.

²² "Our Research – ProInspire." Accessed October 9, 2019. <https://www.equityinthecenter.org/our-research/>.

Misogyny

The dislike of, contempt for, or engrained prejudice against women/females.

Nationality

A specific legal relationship between a person and a state, whether by birth or naturalization in the case of an immigrant.

National Origin

System of classification based on the nation from which a person originates regardless of the nation they currently live. National origin is not something an individual can change, though origin can change through the generations of family.

Oppression/Anti-Oppression

- **Oppression** - Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access. This can occur, intentionally and unintentionally, on individual, institutional, and cultural levels.
 - Individual - attitudes and actions that reflect prejudice against a social group.
 - Institutional - policies, laws, rules, norms, and customs enacted by organizations and social institutions that disadvantage some social groups and advantage other social groups.
 - Institutional - policies, laws, rules, norms, and customs enacted by organizations and social institutions that disadvantage some social groups and advantage other social groups.
 - Societal/cultural - social norms, roles, rituals, language, music, and art that reflect and reinforce the belief that one social group is superior to another.
- **Anti-oppression** - The act of shifting power to people who have been marginalized by recognizing, mitigating and eliminating the oppressive effects of the individual, institutional and societal elements of the dominant culture.

Otherring

Otherring encompasses the systematically expressed prejudice on the basis of group identities or membership. It is a common set of dynamics, processes, and structures that produces marginality and persistent inequality across any of the full range of human differences. It is a strategy of the dominant culture to prevent belonging. Dimensions of otherring include, but are not limited to, religion, sex, race, ethnicity, socioeconomic status (class), disability, sexual orientation, citizenship/immigration status, and skin tone^{23,24}. See *Belonging*.

²³ "Implicit Bias and Structural Racialization |." Accessed October 9, 2019.
<https://nationalequityproject.org/resources/featured-resources/implicit-bias-structural-racialization>.

²⁴ "The Problem of Otherring: Towards Inclusiveness and Belonging." Otherring and Belonging (blog), June 29, 2017.
<http://www.otherringandbelonging.org/the-problem-of-otherring/>.

People of Color or Communities of Color

Collective term for referring to non-white racial groups (CHD) – add citation.

Power

The ability to decide who will have access to opportunity and resources; the capacity to direct or influence the behavior of others, oneself, and/or the course of events.

Power-over

The ability to impact others without respect or their permission. Exercising control over another person or people through the use of force, authority, or position, and the dissemination of punishment and reward.

Power-with

Using or exercising one's power to work with others equitably for common good, showing respect, leveraging strengths, and providing guidance.

Prejudice

Prejudice is an idea or opinion that is not based on fact, logic, or actual experience. Prejudice may be formed by a person's previous experience, learning, and observations.

Privilege

Privilege is any unearned benefit, position, power, right, or advantage one receives in society because of their identity. In the United States, privilege is prevalent in the following areas:

- Ability privilege;
- Age privilege;
- Christian privilege;
- Cis Privilege;
- Class or economic privilege;
- Hetero privilege;
- Male privilege;
- National origin; and
- White privilege.

Questioning

A term to describe a person who is exploring their sexual orientation, gender identity, or gender expression.

Race

A social construct that divides people into smaller social groups based on characteristics most typically skin color. Racial categories were socially constructed, and artificially created whiteness as one of the elements of the dominant culture. Race was created to concentrate power and advantage people who

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are defined as white and justify dominance over non-white people. The idea of race has become embedded in our identities, institutions, and culture, and influences life opportunities, outcomes, and experiences. Racial categories change based on the political convenience of the dominant society at a given period of time. See *Nationality/National Origin, Color, Colorism, and Ethnicity*.

Race Equity

The vision or existence of a community, society, or world in which race or color does not predict the amount and quality of opportunities, services, and benefits. The condition where one's race identity has no influence on how one fares in society²⁵.

Racism

A way of representing or describing race that creates or reproduces structures of domination based on racial categories²⁶.

In other words, racism is racial prejudice plus power. In the United States, it is grounded in the creation of a white dominant culture that reinforces the use of power to create privilege for white people while marginalizing people of color, whether intentional or not.

It is perpetuated in many forms of racism that include:

- **Individual racism** - An individual's beliefs, attitudes, and actions that perpetuates racism.
- **Interpersonal racism** - When individuals express their beliefs and attitudes with another person that perpetuates racism.
- **Internalized racism** - When people of color, knowingly or unknowingly, accept and integrate negative racist images, beliefs, and identities to their detriment.
- **Institutional racism** - Intentional or unintentional, laws, organizational practices, policies, and programs that work to the benefit of white people and to the detriment of people of color.
- **Systemic racism**: The way an entire system collectively contributes to racial inequities. This includes the health, environmental, education, justice, government, economic, financial, transportation, and political systems.
- **Structural racism** - The interplay of laws, practices, policies, programs, and institutions of multiple systems, which leads to adverse outcomes and conditions for communities of color compared to white communities²⁷.

Respect

A feeling or understanding that someone or something is important, valued and should be treated in a dignified way²⁸.

²⁵ "Human Rights Commission." Accessed October 9, 2019. <https://sf-hrc.org/>.

²⁶ Omi, Michael, and Howard Winant. *Racial Formation in the United States: From the 1960s to the 1990s*. 2nd ed. New York: Routledge, 1994.

²⁷ "Glossary--Racial Equity Tools." Accessed October 9, 2019. <https://www.racialequitytools.org/glossary>.

²⁸ "Articles - Diversity and Inclusion Resources - Center for Diversity and Inclusion (CDI) - University of Houston." University of Houston. Accessed October 9, 2019. https://www.uh.edu/cdi/diversity_education/resources/articles/.

Sexism

Discrimination or prejudice against a particular sex or gender on the assumption that another sex or gender is the social and cultural norm. It typically has the most negative impact on women.

Sexual Orientation

A person's physical, romantic, emotional, aesthetic, and/or other form of attraction to others. Gender identity and sexual orientation are not the same. For instance, transgender people can be straight, bisexual, lesbian, gay, asexual, pansexual, queer, etc., like anyone else.

- **Aromantic** - A person who experiences little to no emotional or romantic to other people. Sometimes aromantic people abbreviate the term to Ace.
- **Asexual** - A person who experiences little to no physical attraction to other people. Sometimes asexual people abbreviate the term to Ace.
- **Bisexual** - A person who has an emotional and physical attraction to persons of the same and different genders.
- **Gay** - A person who is emotionally and physically attracted to someone of the same gender. It is more commonly associated with males or men.
- **Heterosexual** - A person who is emotionally and physically attracted to people of the opposite sex.
- **Lesbian** - A female or woman who has an emotional and physical attraction for other females or women.
- **Pansexual** - A person who is emotionally and physically attracted to individuals of all gender identities and expressions.
- **Queer** - A person who expresses fluid identities and/or orientations in their emotional and physical attraction to others. The term is sometimes used as an umbrella term to refer to all LGBTQ+ people.

Social Construct

A social phenomenon or convention originating within and cultivated by society or a particular social group, as opposed to existing inherently or naturally.

Social Justice

A practice within a society based on principles of equality and solidarity that understands and values human rights and recognizes the dignity of every human being. Such a practice would strive to provide basic human needs and comforts to all members of the society regardless of class, race, religion or any other characteristic.

SOGIE

An acronym, usually used in data collection, for addressing Sexual Orientation, Gender Identity and Expression, which captures all the ways people self-identify. SOGIE includes LGBTQ+ as well as heterosexual, cisgender, and non-questioning individuals.

Stereotype

Characteristics attributed to an individual or group based on generalization, oversimplification, or exaggeration that may result in stigmatization and discrimination²⁹.

Tokenism

The practice of making only a perfunctory or symbolic effort to do a particular thing.

Transphobia

A term for fear, anger, intolerance, resentment, hatred, discomfort, or mistrust that one may have toward people who are transgender or gender non-conforming. The term can also connote a fear, disgust, or dislike of being perceived as transgender or gender non-conforming.

Two-Spirit

A term sometimes used to describe Indigenous individuals who have a gender identity or gender expression that does not align with their sex assigned at birth or have a culturally distinct gender, apart from male or man and female or woman.

Western-centrism

The tendency to believe that Western society values, standards and norms are superior to those of other cultures.

White Dominant Culture

Culture defined by white men and white women with social and positional power, enacted both broadly in society and within the context of social entities such as organizations. See *Dominant Culture and White Supremacy*.

White Supremacy

A political, economic, and cultural system in which white people are believed to be the normal, better, smarter and, holier race over all other races. This system entitles whites with overwhelming control, power, and material resources. Conscious and unconscious ideas of white superiority and entitlement are widespread. White dominance and non-white subordination are daily reenacted across a broad array of institutions and social settings. A white supremacy mindset is perpetuated when elements of this system are not named, agreed to, or actively undone^{30, 31, 32}.

²⁹ "Diversity & Inclusion." U.S. Office of Personnel Management. Accessed October 9, 2019. <https://www.opm.gov/policy-data-oversight/diversity-and-inclusion/>.

³⁰ Okun, Tema. *The Emperor Has No Clothes: Teaching about Race and Racism to People Who Don't Want to Know*. Educational Leadership for Social Justice. Charlotte, N.C: Information Age Pub, 2010.

³¹ Crenshaw, Kimberlé, ed. *Critical Race Theory: The Key Writings That Formed the Movement*. New York: New Press, 1995.

³² "DRworksBook." dRworksBook. Accessed October 9, 2019. <http://www.dismantlingracism.org/>.

Workforce Diversity

Workforce Diversity means a collection of individual attributes that together help agencies pursue organizational objectives efficiently and effectively. These include, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, political beliefs, communication styles], and family structures. The concept also encompasses differences among people about where they are from, where they have lived and their differences of thought and life experiences³³. See *Diversity*.

Xenophobia

A term for fear, anger, intolerance, resentment, hatred, discomfort, or mistrust that one may have toward people from other countries. The term can also connote a fear, disgust, or dislike of being perceived a person is from other countries.

Workgroup Members included:

Mark Adreon – DSB, DEI Council, DEI Committees	Scott Nicholson, OFM SHR, DEI Policy Committee
Laura Bradley – BIIA, DEI Committees	Theresa Powell, DSHS, DEI Council
Ayanna Colman – OFM, DEI Council, BRGs, and Committees	Denise Ross, PSP, DEI Council, DEI Committees
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Cheryl Sullivan-Colglazier, Facilitator	
Evette Jasper – DCYF, DEI Council, DEI Committees	
Karen Johnson, DOC, DEI Council, DEI Committees	

³³ "Diversity & Inclusion." U.S. Office of Personnel Management. Accessed October 9, 2019. <https://www.opm.gov/policy-data-oversight/diversity-and-inclusion/>.

APPENDIX G. September 2019 Online Survey – Questions and Geographic Coverage of Responses

Questions from the September 2019 Online Survey

1. What city are you from in WA?
2. What does equity mean to you? Why is it important?
3. How do you see equity benefiting everyone? What would look different?
4. What’s your greatest hope or dream for your community?
5. What bold things can state government do to support communities and promote equity?
6. How can state government engage communities in a meaningful way?
7. How can government work with the community to be more responsive to the needs of the community?
8. What are some barriers to a more equitable government? What’s in the way?
9. Is there anything else you’d like to tell the Task Force?

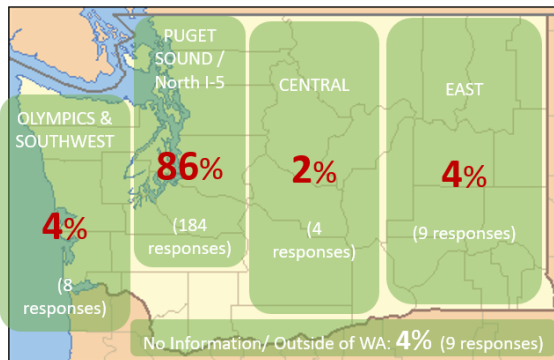
(All questions were optional.)

Graphic Summarizing Geographic Coverage of the Online Survey

Puget Sound / North I-5:

- Olympia metro
- Yelm, Tenino
- Lakewood
- Spanaway
- Parkland
- Midland
- University Place
- Puyallup
- Tacoma
- Gig Harbor
- Federal Way
- Vashon
- Port Orchard
- Oak Harbor
- Bremerton
- Kent
- Renton
- Bellevue
- Seattle
- Shoreline
- Lynnwood
- Everett
- Lake Stevens
- Bellingham

Geographic Coverage



214
responses
total

Eastern WA:

- Cheney
- Spokane
- Loon Lake
- Waitsburg
- Walla Walla

Olympics & SW:

- Olympic Peninsula
- McCleary

- Centralia
- Chehalis
- Vancouver
- Port Angeles

Central WA:

- Ellensburg
- Moses Lake
- Yakima
- West Richland

APPENDIX H. Summary of Community Input – Strategies for Meaningful Community Engagement (Everett, 9/5/2019)

At the September 5 community forum in Everett, community members gave input on how the Task Force can engage communities in authentic and impactful ways. Read the [full community forum report](#) on the Task Force’s website.

Table Summarizing Community Input	
Channels for Two-Way Communication	Strategies
<ul style="list-style-type: none"> ➤ Connect with organizations that have deep community ties: Parent Leadership Training Institute (PLTI); student-led organizations like M.E.C.H.A.; YWCA; Boys and Girls Clubs; Community to Community; NAACP, etc. ➤ Meet communities where they are: <ul style="list-style-type: none"> • Markets and other social places • Sea Mar and other healthcare clinics • Wraparound service clinics • Camps (sports camp, arts camp) • People of color-led places of worship ➤ Communication tools: <ul style="list-style-type: none"> • Social media • Word of mouth • Radio • Networks • Person-to-person relationships 	<ul style="list-style-type: none"> ➤ Go into communities to do outreach ➤ Work with trusted, existing community organizations ➤ Identify leaders in the community to connect with ➤ Elevate youth voice; connect with children in their own neighborhoods ➤ Offer free events with food and incentives for youth ➤ Build bridges between City Hall and neighborhoods ➤ Build relationships between communities and legislators to promote advocacy ➤ Create solidarity between different communities ➤ Find unity through issue areas ➤ Empower people working in the communities in various ways ➤ Build trust through accountability and transparent practices and policies ➤ Create a budget that prioritizes equity

APPENDIX I. COVID-19 Equity Tools from Local Jurisdictions

King County Office of Equity and Social Justice:

- [Coalition Against Hate & Bias](#): The Coalition is a community-led initiative to address hate and bias incidents by strengthening and networking communities who experience racist and bigoted treatment and all forms of oppression. The Coalition Partners are also the administrators of the Hate and Bias Incident Response Survey to collect data from communities affected by hate and bias.
- [Equity Impact Awareness Tool](#): In response to community concerns, the Office of Equity and Social Justice partnered with Headwater People to create an Equity Impact Awareness Tool to guide and support King County Facilities and Maintenance Division and Real Estate Services as they are reviewing and recommending potential sites for COVID-19 Quarantine and recovery. The intention of this tool is to ensure King County decision makers are aware of the potential for significant impact to communities of color who are least likely to recover from the COVID-19 health and economic crisis.
- [COVID-19 Community and Small Business Resource Guide](#) in multiple languages
- [Language Access for Limited English-Speaking Populations](#): Requirements for language translation/interpretation, resources to identify the main languages spoken in the County, information on authorized vendors and procurement, etc. This resource is not COVID-19 specific, but demonstrates the infrastructure needed to respond to an emergency situation with appropriate multi-lingual materials. There is dedicated staff at the King County ESJ Office to respond to inquiries from the public and local departments.

City of Seattle Office for Civil Rights, Race and Social Justice Initiative (RSJI):

- [COVID-19 Racial Equity Tools](#)
 - Condensed Racial Equity Toolkit
 - Racial Equity Toolkit for COVID-19
 - Racially Equitable Decision-Making Data Tools for COVID-19 Responses

City of Portland Office of Equity and Human Rights:

- [Equity Toolkit for COVID-19 Community Relief and Recovery Efforts](#)

APPENDIX J. Statewide Diversity, Equity, and Inclusion (DEI) Responsibilities

Commented [HL(1): We will be adding information on the LGBTQ Commission and Gov’s Committee on Disability Issues & Employment (GCDE) to this appendix.

The Equity Office Task Force mapped existing DEI responsibilities to understand what government entities (agencies, commissions, etc.) are doing across the state and across the enterprise. The Task Force organized these efforts into 10 responsibility areas (defined in the chart below). The map is not exhaustive of all DEI-related efforts, and does not include individual agencies’ efforts to promote DEI internally within their institution.

















































Table of the 10 DEI responsibility areas and a description of each area.	
Responsibility	Description
1. Community Voice	Ensure that diverse racial/ethnic communities, Tribes, low-income communities, and others are included and have a voice in state government decisions.
2. Access to Information (Language)	Improve access to information and services for people who speak languages other than English.
3. Diversity of Workforce	Increase the diversity of the state workforce to reflect the growing diversity of Washington State, including racial/ethnic, language, and disability diversity.
4. Cultural Humility	Improve the cultural humility of the state workforce to better serve all people in Washington State.
5. Equity Impact Assessments	Assess potential impacts of policy, program, and budget decisions on equity and make necessary changes to maximize benefits and limit harms.
6. Equity in Grant and Contracting	Improve equity in grant and contracting practices, including increasing the percent of grants and contracts awarded to organizations serving diverse communities.
7. Accountability for State Support	Ensure that organizations that receive state support are also accountable for promoting equity.
8. Exchange of Info & Best Practices	Promote the exchange of information and best practices to promote equity across state government.
9. Disaggregated Data	Collect, analyze, and distribute disaggregated data to uncover and raise awareness of inequities that exist within our state’s diverse communities.
10. Performance Metrics & Progress	Create performance metrics and track progress in making state government more equitable.

Note: These responsibility areas were identified and defined by the Governor’s Interagency Council on Health Disparities.

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Appendix F (Continued). Overview Map - Statewide Diversity, Equity, and Inclusion (DEI) Responsibilities

Table of the 10 DEI responsibility areas and each government entity's effort or responsibility in each area.

 = responsibility or effort in this area	Community Voice	Access to Information (Language)	Workforce Diversity	Cultural Humility	Equity Impact Assessments	Equity in Grant & Contracting	Accountability for State Support	Exchange of Info & Best Practices	Disaggregated Data	Performance Metrics & Progress	Other
WA State Racial and Ethnic Commissions: CAAA, CAPAA, CHA											
Governor's Office of Indian Affairs (GOIA)											
Women's Commission (WSWC)											
Human Rights Commission (WSHRC)											
Office of Minority and Women's Business Enterprises (OMWBE)											
WA State Diversity, Equity, Inclusion (DEI) Council											
Results Washington											
Dept. of Enterprise Services – Workforce Support and Development (DES WSD)											
Interagency Committee of State Employed Women (ICSEW)											
State Business Resource Groups (BRGs)											
Office of Financial Management – State Human Resources (SHR)											

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Government Entities: WA State Racial and Ethnic Commissions - Commission on African American Affairs (CAAA), Commission on Asian Pacific American Affairs (CAPAA), Commission on Hispanic Affairs (CHA)

DEI efforts/responsibilities for the WA State Racial and Ethnic Commissions				
<p>1. Community Voice</p> <ul style="list-style-type: none"> • Community engagement and outreach • Maintain mechanisms for public input • Elevate the priorities and needs of communities of colors; legislative advocacy • Conduct story-finding to understand the experiences of communities of color statewide • Sponsor community-based events 	<p>2. Access to Information (Language)</p> <ul style="list-style-type: none"> • Receive inquiries and direct community members to resources 	<p>3. Workforce Diversity</p> <ul style="list-style-type: none"> • When asked, assist agencies in hiring decisions by participating in interview and hiring processes for management, supervisor, and director-level positions 	<p>4. Cultural Humility</p> <ul style="list-style-type: none"> • Commissioners across WA are racially and ethnically diverse • Serve as a resource on: how to access communities; and how to appropriately interact with and serve communities 	<p>5. Equity Impact Assessments</p> <ul style="list-style-type: none"> • Conduct needs assessments of target populations in the context of specific issues and projects
<p>6. Equity in Grant & Contracting</p> <ul style="list-style-type: none"> • Promote business diversity opportunities through outreach, education, and recruitment • Connect business owners to resources 	<p>7. Accountability for State Support</p> <p>None noted for this category.</p>	<p>8. Exchange of Info & Best Practices</p> <ul style="list-style-type: none"> • Commission representation on workgroups, task forces, committees • Share best practices on community engagement and culturally appropriate services 	<p>9. Disaggregated Data</p> <ul style="list-style-type: none"> • Advocate the need for disaggregated data across departments and programs • Advise on specific projects, initiatives, and strategies 	<p>10. Performance Metrics & Progress</p> <ul style="list-style-type: none"> • Assist agencies in setting and achieving internal goals • Provide guidance on internal procedures, protocols, systems, and tools

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Government Entity: Governor’s Office of Indian Affairs (GOIA)

DEI efforts/responsibilities for the Governor’s Office of Indian Affairs (GOIA)				
<p>1. Community Voice Advocate for the social and economic betterment of American Indians and Alaska Natives living within WA</p>	<p>2. Access to Information (Language) None noted for this category.</p>	<p>3. Workforce Diversity None noted for this category.</p>	<p>4. Cultural Humility Provide educational resources and training on effective communication and collaboration between state agencies and Indian Tribes</p>	<p>5. Equity Impact Assessments None noted for this category.</p>
<p>6. Equity in Grant & Contracting None noted for this category.</p>	<p>7. Accountability for State Support None noted for this category.</p>	<p>8. Exchange of Info & Best Practices</p> <ul style="list-style-type: none"> • Advise on issues related to state-tribal relations • Provide guidance around implementation of government-to-government relations 	<p>9. Disaggregated Data None noted for this category.</p>	<p>10. Performance Metrics & Progress None noted for this category.</p>
<p>Other Responsibilities:</p>	<ul style="list-style-type: none"> • Assist the state in developing policies consistent with government-to-government relationship • Maintain the WA State Tribal Directory • Convene the annual Centennial Accord Meeting 			

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Government Entity: Washington State Women’s Commission (WSWC)

DEI efforts/responsibilities for the WA State Women’s Commission (WSWC)				
<p>1. Community Voice</p> <ul style="list-style-type: none"> Engage women, including women of color Advocate for policy changes 	<p>2. Access to Information (Language)</p> <p>None noted for this category.</p>	<p>3. Workforce Diversity</p> <ul style="list-style-type: none"> Identify barriers for women and make recommendations for equitable opportunities Promote strategies to increase women in leadership Provide input on enterprise-wide policy updates related to sexual harassment and sexual assault prevention 	<p>4. Cultural Humility</p> <ul style="list-style-type: none"> Commissioners across WA are racially and ethnically diverse 	<p>5. Equity Impact Assessments</p> <p>None noted for this category.</p>
<p>6. Equity in Grant & Contracting</p> <p>None noted for this category.</p>	<p>7. Accountability for State Support</p> <p>None noted for this category.</p>	<p>8. Exchange of Info & Best Practices</p> <p>None noted for this category.</p>	<p>9. Disaggregated Data</p> <p>None noted for this category.</p>	<p>10. Performance Metrics & Progress</p> <p>None noted for this category.</p>

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Government Entity: Washington State Human Rights Commission (WSHRC)

DEI efforts/responsibilities for the WA State Human Rights Commission (WSHRC)				
1. Community Voice None noted for this category.	2. Access to Information (Language) None noted for this category.	3. Workforce Diversity <ul style="list-style-type: none"> • Investigate complaints of discrimination in employment, public accommodation • Respond to state employee whistleblower complaints 	4. Cultural Humility <ul style="list-style-type: none"> • Offer implicit bias and cross cultural training 	5. Equity Impact Assessments None noted for this category.
6. Equity in Grant & Contracting None noted for this category.	7. Accountability for State Support None noted for this category.	8. Exchange of Info & Best Practices <ul style="list-style-type: none"> • Provide informational materials (brochures, posters) on: employment discrimination, sexual harassment, fair housing, public accommodation, etc. • Sexual Harassment Prevention & Response – introduction, best practices, model policy and procedures 	9. Disaggregated Data None noted for this category.	10. Performance Metrics & Progress None noted for this category.
Other Responsibilities:	<ul style="list-style-type: none"> • Rule-making: Created administrative rules to include sexual orientation and gender identity in WA’s Law Against Discrimination (WLAD) • Creating standards: Fair Housing Occupancy Standards • Respond to questions about civil rights laws from the public, employers, housing providers, and other institutions • Provide education and outreach to employers, landlords, business owners, etc. 			

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Government Entity: Office of Minority and Women’s Business Enterprises (OMWBE)

DEI efforts/responsibilities for the Office of Minority and Women’s Business Enterprises (OMWBE)				
<p>1. Community Voice</p> <ul style="list-style-type: none"> • Increase participation for small businesses owned by minorities, women, veterans, and disadvantaged persons • Engagement with and assistance to small businesses 	<p>2. Access to Information (Language)</p> <p>None noted for this category.</p>	<p>3. Workforce Diversity</p> <p>None noted for this category.</p>	<p>4. Cultural Humility</p> <p>None noted for this category.</p>	<p>5. Equity Impact Assessments</p> <p>Conducted a disparity study to identify:</p> <ul style="list-style-type: none"> • gaps in actual contracting dollars versus possible contracting dollars for minority-, women-, and veteran-owned businesses; and • tools for state agencies to ensure fair and non-discriminatory practices
<p>6. Equity in Grant & Contracting</p> <ul style="list-style-type: none"> • Promote equity in contracting and procurement • Provide certification and education for target populations • Maintain directory of certified firms • RCW 39.19.030: Annually report state agency and educational state institution dollars spent on public works and procurement with OMWBE-certified businesses 	<p>7. Accountability for State Support</p> <p>Agencies and educational institutions can submit an annual plan outlining efforts to increase supplier diversity</p>	<p>8. Exchange of Info & Best Practices</p> <ul style="list-style-type: none"> • Provide best practices around Supplier Diversity • The Governor’s Business Diversity Subcabinet is developing a Community of Practice • (In process) Develop diversity contracting tools and working documents, which agencies can use to ensure fair and non-discriminatory practices 	<p>9. Disaggregated Data</p> <p>None noted for this category.</p>	<p>10. Performance Metrics & Progress</p> <p>(In progress) Improve the measurement framework that assesses how state government is doing when it comes to minority-, women-, veteran-owned business in contracts and purchasing</p>

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Government Entity: WA State Diversity, Equity, Inclusion (DEI) Council

DEI efforts/responsibilities for the WA State Diversity, Equity, Inclusion (DEI) Council				
<p>1. Community Voice</p> <p>None noted for this category.</p>	<p>2. Access to Information (Language)</p> <p>None noted for this category.</p>	<p>3. Workforce Diversity</p> <p>Develop recommendations on enterprise-wide DEI policies and strategies</p>	<p>4. Cultural Humility</p> <ul style="list-style-type: none"> • Provide feedback on DEI trainings • Create an annual DEI signature event for employee development • Develop foundational employee competencies around DEI (see DES WSD info) 	<p>5. Equity Impact Assessments</p> <p>None noted for this category.</p>
<p>6. Equity in Grant & Contracting</p> <p>None noted for this category.</p>	<p>7. Accountability for State Support</p> <p>None noted for this category.</p>	<p>8. Exchange of Info & Best Practices</p> <ul style="list-style-type: none"> • Bring together staff from a wide array of state agencies • Provide input on issues brought forward by HR directors and managers • Develop foundational DEI definitions (see DES WSD info) 	<p>9. Disaggregated Data</p> <p>None noted for this category.</p>	<p>10. Performance Metrics & Progress</p> <p>None noted for this category.</p>

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Government Entity: Results Washington

DEI efforts/responsibilities for Results Washington				
1. Community Voice None noted for this category.	2. Access to Information (Language) None noted for this category.	3. Workforce Diversity None noted for this category.	4. Cultural Humility Provide feedback and recommendations on proposed DEI policies and trainings	5. Equity Impact Assessments None noted for this category.
6. Equity in Grant & Contracting None noted for this category.	7. Accountability for State Support None noted for this category.	8. Exchange of Info & Best Practices None noted for this category.	9. Disaggregated Data Encourage the safe and appropriate use of disaggregated data to understand gaps	10. Performance Metrics & Progress <ul style="list-style-type: none"> • Develop outcome measures that reflect the Governor's priorities • Incorporate a DEI lens into all outcome measures • (In progress) Create/ maintain a public DEI dashboard
Other Responsibilities:	<ul style="list-style-type: none"> • Elevate DEI issues through the Governor's Results Reviews 			

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Government Entity: Department of Enterprise Services – Workforce Support and Development (DES WSD)

DEI efforts/responsibilities for the Department of Enterprise Services – Workforce Support and Development Office				
<p>1. Community Voice</p> <p>None noted for this category.</p>	<p>2. Access to Information (Language)</p> <p>None noted for this category.</p>	<p>3. Workforce Diversity & 4. Cultural Humility</p> <ul style="list-style-type: none"> • Develop foundational employee competencies around DEI • Develop an equity lens to integrate DEI in all trainings • Using a training lens, develop a maturation model to integrate DEI in organizational culture 		<p>5. Equity Impact Assessments</p> <p>None noted for this category.</p>
<p>6. Equity in Grant & Contracting</p> <p>None noted for this category.</p>	<p>7. Accountability for State Support</p> <p>None noted for this category.</p>	<p>8. Exchange of Info & Best Practices</p> <ul style="list-style-type: none"> • Provide foundational DEI definitions to create consistent and shared language across the enterprise • Identify best practices for DEI training • Produce research on the state of DEI training, practices, and resources to inform others' work 	<p>9. Disaggregated Data</p> <p>None noted for this category.</p>	<p>10. Performance Metrics & Progress</p> <ul style="list-style-type: none"> • Recommend DEI training standards and outcomes • Recommend mechanisms to track training compliance for all agencies
<p>Other Responsibilities:</p>	<p>Provide resources for investigations:</p> <ul style="list-style-type: none"> • Provide an Implicit Bias Awareness Checklist for investigators • Recommend categories for complaints • Draft investigation process template • Provide an interview tool for investigation participant interviews; • Recommend investigation documentation practices • Compile statewide data on complaints, investigations, and agency experience feedback 			

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Government Entity: Interagency Committee of State Employed Women (ICSEW)

DEI efforts/responsibilities for the Interagency Committee of State Employed Women (ICSEW)				
<p>1. Community Voice</p> <p>None noted for this category.</p>	<p>2. Access to Information (Language)</p> <p>None noted for this category.</p>	<p>3. Workforce Diversity</p> <ul style="list-style-type: none"> • This is an employee-led group • Make policy recommendations to support state-employed women • Provide opportunities for networking and professional development 	<p>4. Cultural Humility</p> <p>None noted for this category.</p>	<p>5. Equity Impact Assessments</p> <p>None noted for this category.</p>
<p>6. Equity in Grant & Contracting</p> <p>None noted for this category.</p>	<p>7. Accountability for State Support</p> <p>None noted for this category.</p>	<p>8. Exchange of Info & Best Practices</p> <ul style="list-style-type: none"> • Collaborate with other groups, such as the Business Resource Groups (BRGs) 	<p>9. Disaggregated Data</p> <p>None noted for this category.</p>	<p>10. Performance Metrics & Progress</p> <p>None noted for this category.</p>

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Government Entity: State Business Resource Groups (BRGs)

DEI efforts/responsibilities for the State Business Resource Groups (BRGs)				
<p>1. Community Voice</p> <p>None noted for this category.</p>	<p>2. Access to Information (Language)</p> <p>None noted for this category.</p>	<p>3. Workforce Diversity</p> <ul style="list-style-type: none"> • These are employee-led groups • Assist in recruitment and retention efforts • Advocate for increased representation in workforce and leadership positions • Inform state strategies and policies for a safe and inclusive workplace 	<p>4. Cultural Humility</p> <ul style="list-style-type: none"> • Provide training to state agencies (ad hoc) 	<p>5. Equity Impact Assessments</p> <p>None noted for this category.</p>
<p>6. Equity in Grant & Contracting</p> <p>None noted for this category.</p>	<p>7. Accountability for State Support</p> <p>None noted for this category.</p>	<p>8. Exchange of Info & Best Practices</p> <ul style="list-style-type: none"> • Provides space for state employees to connect and share their unique experiences, knowledge, and perspectives • Membership based on shared interest or characteristic: veterans, LGBTQ+, Latinx, Immigrants, Black/African American, people with disabilities 	<p>9. Disaggregated Data</p> <p>None noted for this category.</p>	<p>10. Performance Metrics & Progress</p> <p>None noted for this category.</p>

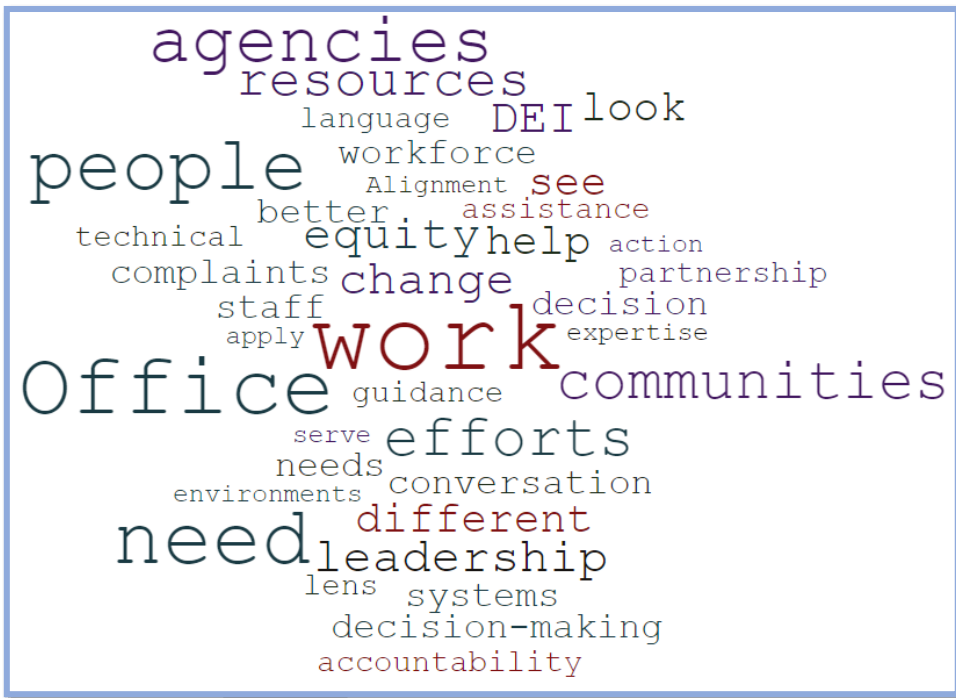
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Government Entity: Office of Financial Management – State Human Resources (OFM SHR)

DEI efforts/responsibilities for the Office of Financial Management – State Human Resources Office				
<p>1. Community Voice</p> <p>None noted for this category.</p>	<p>2. Access to Information (Language)</p> <p>None noted for this category.</p>	<p>3. Workforce Diversity & 4. Cultural Humility</p> <ul style="list-style-type: none"> • Update and maintain the Affirmative Action Job Profile form and the HR Management System (HRMS) • Update forms and systems to implement additional data collection steps • Conduct workforce surveys – engagement and exit • Refine laws and rules around veteran preference • Provide administrative support and policy guidance to Business Resource Groups (BRGs) <p>Draft model policy in the following areas:</p> <ul style="list-style-type: none"> • Diversity, Equity, Inclusion • Respectful Work Environment • Discrimination • Harassment • Sexual Harassment • Reasonable Accommodation • Affirmative Action 		<p>5. Equity Impact Assessments</p> <p>None noted for this category.</p>
<p>6. Equity in Grant & Contracting</p> <p>None noted for this category.</p>	<p>7. Accountability for State Support</p> <p>None noted for this category.</p>	<p>8. Exchange of Info & Best Practices</p> <p>None noted for this category.</p>	<p>9. Disaggregated Data</p> <ul style="list-style-type: none"> • Conduct a workforce demographic survey – age, race and ethnicity, gender identity, military/veteran status, job position • Update HRMS to implement new data collection steps 	<p>10. Performance Metrics & Progress</p> <ul style="list-style-type: none"> • Putting workforce data on dashboards to inform decision-making

APPENDIX K. FOCUS GROUP REPORT

APRIL 2020



FOCUS GROUP REPORT

PREPARED FOR THE EQUITY OFFICE TASK FORCE

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STATEMENT OF ACKNOWLEDGEMENT

The Equity Office Task Force is sincerely grateful toward the agency staff who participated in these focus groups. Thank you for volunteering your time to share individual perspectives and a vision for the Washington State Office of Equity. For all agency staff working to build a more equitable and inclusive government, we admire and appreciate your dedication and resolve.

Please note the recommendations in this report do not originate with and have not been endorsed by the Task Force. Quotes in this report have been paraphrased and are intended to accurately reflect the meaning of individual comments.

Introduction

The Equity Office Task Force was created in 2019 through [a proviso](#) in Washington State's operating budget. It is tasked with developing a proposal for the creation of a WA State Office of Equity. The Office of Equity is intended to promote access to equitable opportunities and resources that reduce disparities, including racial and ethnic disparities, and improve outcomes statewide across sectors of government.

The Task Force has been receiving public comments and holding [monthly public meetings](#) since August 2019. Members have been intentional in creating opportunities to listen, learn, and seek input from communities to guide their work.

To complement these efforts, Task Force staff conducted a focus group session on **March 2, 2020** to gather input and feedback from state agency staff. Specifically, Task Force staff wanted to understand:

- ▶ What vision do agency staff have for the Office of Equity? What could the Office do for our state, our government, and our communities?
- ▶ What should the Office of Equity's roles and responsibilities be, especially around providing support to agencies and staff?
- ▶ What accountability mechanisms and strategies do staff suggest for the Office of Equity?
- ▶ What concerns or cautions do agency staff have? What challenges do they foresee?

This report outlines the focus group process, some key findings, and recommendations synthesized from focus group conversations. **Figure 2** is a summary of recommendations for the Office of Equity's roles and responsibilities, especially as they relate to supporting agencies and agency staff.

Process & Methodology

Task Force staff assembled a group of **30 focus group participants**. With the exception of one participant², all participants were state agency employees. There was a balanced mix of agency sizes, sectors, and staff roles. These roles included positions in Human Resources, administration, programs, and service delivery. Facilitators asked participants to read the [Task Force's preliminary report](#) before attending the focus group session.

We sought agency staff with experience in implementing diversity, equity, and inclusion (DEI) efforts at their respective agency. Since the Office of Equity will likely focus much of its work on providing guidance and technical assistance to agencies, we hoped to get insight on how the Office could work with agency staff and leadership day-to-day, including any challenges and barriers that would be helpful to identify in advance. We used the distribution lists for the Interagency Equity Workgroup and the WA State DEI Council to ask for volunteers. Some individuals forwarded this message to others in state government, so there may have been focus group participants from outside of these two interagency workgroups.

² One participant was from the Health Benefit Exchange (HBE), which is separate and distinct from the state and not considered a state agency. However, this person elected to participate to consider how the HBE can support and harmonize with statewide DEI efforts.

Participants were divided into two groups, and sessions were held concurrently in adjoining rooms. LinhPhung Huynh facilitated the conversation for Group A, which had 17 participants. Christy Curwick-Hoff facilitated the conversation for Group B, which had 13 participants. Facilitators used the same general questions, and both sessions were approximately 3 hours.

Facilitators asked participants to draw on their full experience as DEI practitioners and to speak from their individual perspective, not their agency perspective. Facilitators explained that the Task Force is working on a final proposal, and input from the focus groups would inform the Task Force's recommendations.

FIGURE 1. Table of Participating Staff and Their Agencies

Agency Title	Acronym	Employee Headcount ³	Focus Group Participants
Office of Civil Legal Aid	OCLA	4	1
Professional Educator Standards Board	PESB	20*	1
Office of Minority and Women's Business Enterprises	OMWBE	22	1
Traffic Safety Commission	WTSC	25	1
Board of Industrial Insurance Appeals	BIIA	154	1
Office of Administrative Hearings	OAH	185	1
State Board for Community & Technical Colleges	SBCTC	222**	1
WA Health Benefit Exchange (not a state agency)		269***	1
Department of Commerce	COMM	351	1
Office of Financial Management	OFM	430	3
Office of Superintendent of Public Instruction	OSPI	473	1
Department of Enterprise Services	DES	760	1
Department of Revenue	DOR	1,229	1
Department of Licensing	DOL	1,360	2
Health Care Authority	HCA	1,367	3
Department of Health	DOH	1,892	1
Labor and Industries	LNI	3,059	2
Department of Children, Youth, and Families	DCYF	4,541	2
Department of Transportation	WSDOT	7,163	1
Department of Social and Health Services, Economic Services Administration	DSHS ESA	16,157****	3
Department of Social and Health Services, Aging and Long-Term Support Administration	DSHS AL TSA	16,157****	1
TOTALS: 20 agencies / 30 individual participants			
* A count of staff listed in the staff directory. Does not include board members. < https://www.pesb.wa.gov/about-us/contact-us >			

³ Headcount of general government employees, both permanent and non-permanent, as of 12/31/2019. WA State Office of Financial Management. (2019). *Number of Employees and Headcount Trends*. <https://www.ofm.wa.gov/state-human-resources/workforce-data-planning/workforce-data-trends/workforce/number-employees-and-headcount-trends>.

FIGURE 1. Table of Participating Staff and Their Agencies

**	A count of staff listed in the staff directory. Does not include board members or staff at individual community and technical colleges. < https://www.sbctc.edu/about/agency/sbctc-staff-directory.aspx >
***	The Exchange is separate and distinct from the state and not considered a state agency. Employee and contractor count for June 2019, including 126.5 FTE staff and 142.5 contractors. Information from the Health Benefit Exchange's 2020 Annual Legislative Report: https://www.wahbexchange.org/wp-content/uploads/2020/01/HBE_LEG_200101_Annual_Legislative-Report.pdf
****	Aggregate number for DSHS, including all divisions and field staff.

Vision for the Office of Equity

Facilitators asked participants to reflect on the following question and share with the group: **“What could an Office of Equity do for the state? What’s your hope?”** Clear themes emerged from the responses, and they are included below.

“Shine a spotlight on hope, commitment, and where things aren’t going so well. Ultimately, the goal is for all this work to be integrated. Ultimately, we’re all doing this and leaders are leading in the way they need to lead and resources are aligned in the way they need to be aligned. The system will be deconstructed and replaced with a new one. There will be enough successes, so momentum keeps continuing to be attached to it...”

Systems Change: Participants hoped the Office of Equity can be a catalyst for change at the policy and systems level. The Office would promote the recognition that systems work as intended, and we need to dismantle and rebuild the current one. Many participants said that mentorship and training for agency leaders would be critical in this work, especially around recognizing white privilege and white culture, since leaders cannot dismantle structures they cannot see.

“The Office can provide technical assistance on how to wrestle with doing the business we have to do today and also completely transform a system that has inequities baked into it, instead of putting Band-Aids on it.”

Inclusion and Belonging: Participants expressed the need for safe and inclusive environments, which ensures all employees can go to work and know it is a safe space. Participants shared their hope that the Office of Equity can create systems centered on belonging, interconnectedness, and abundance. One participant said they hoped the Office could demonstrate to agencies what it looks like to embody and practice healing-centered approaches that recognize and address racialized trauma. Another participant said they hope the State of Washington will become the employer of choice for people of color.

“Turn systems that have been used against marginalized communities to protect those communities. Repurpose the system.”

Systems Alignment: Participants expressed the need for alignment in definitions, policies, and practices to facilitate interagency collaboration and systemic change. The Office of Equity could lead efforts in: standardizing the definition of ‘equity’ to help guide enterprise work; creating standards for data collection and sharing; and harmonizing requirements across DEI-related executive orders, laws, policies, and goals.

“My big dream is to see efforts aligned across all agencies. My agency wants to build a more diverse workforce, and we can’t do it by ourselves. I see partner agencies at this table who need to be in the same conversation. How do we identify what we need and each agency’s part in the project?”

Support for Agencies: Participants emphasized the importance of lifting up agencies and providing the support they need. The Office of Equity must recognize that each agency has a different starting point and must be willing to meet agencies where they are. Participants envision the Office of Equity as a place where staff can access and share resources. Agency staff want to be able to find tools and best practices in a centralized place that is updated frequently as research and practices evolve. These cannot be ‘cut and paste’ tools—the Office of Equity should provide support to agencies as they learn to apply tools to their own contexts.

Benefit to Communities: Participants expressed hope that the Office of Equity and agencies’ work around DEI will be sustainable and lead to direct benefits for communities. This would lead to “healthy, thriving, and self-sufficient communities.” Ideally, the Office of Equity would inform conversations at the highest levels of government and take part in decisions that affect communities across the state.

“Access for all Washingtonians to services. Agencies need to be safe places, so all people, regardless of immigration status, feel safe to access services.”

How can the Office of Equity Support agency staff?

Facilitators shared that legislation to create the WA State Office of Equity ([E2SHB 1783](#)) was still going through the legislative process.⁴ Additionally, if an Office of Equity is created, its operating budget may be very limited in the first year. Facilitators asked participants to set these limitations aside and brainstorm the full range of support they would like from the Office of Equity, so the Task Force could understand their vision for a fully-functional and effective Office. Below are key findings, followed by a synthesis of recommendations.

Key Findings: Many participants expressed the need for more interagency coordination and collaboration, so agencies can work together to eliminate disparities and promote better outcomes. Participants said it is difficult to identify their counterparts (i.e. DEI practitioners) at other agencies and keep track of other agencies' efforts.

Agencies may be duplicating efforts as they each develop tools and frameworks. Many participants expressed the need for a centralized place in government (i.e. repository) where they can access DEI-related tools and resources. The Office of Equity should not 'reinvent the wheel.' Instead, it should vet resources to ensure only those that have been shown to be effective are shared across agencies. One participant said there are many people offering consultation services, but there is a huge range in quality. It would be helpful for the Office of Equity to organize and promote high quality resources, services, meetings, and events.

*"We have tons of evidence on what doesn't work.
We need more on what does work."*

Participants expressed the need for guidance and technical assistance from a central entity. They would like the Office of Equity to offer consultation to staff as they apply general standards to their unique agency context.

As agency staff implement DEI-related standards and requirements, they would like a central space to gather, share work, and find support. Participants said it is important to have frequent and intentional meetings, so the same information is shared with everyone doing the same type of work.

⁴ On April 3, 2020, Governor Jay Inslee signed E2SHB 1783 into law with a partial veto of the bill. Access the full text here: <https://app.leg.wa.gov/bills/summary?BillNumber=1783&Year=2019&Initiative=False>

FIGURE 2. Summary Table – Focus Group Recommendations on Roles and Responsibilities for the WA State Office of Equity

These recommendations were created through a synthesis of participant comments.

Advocacy:

- ▶ Advocate for resources.
- ▶ Act as the statewide voice for agency employees on equity issues.

Business Resource Groups:

- ▶ Provide support to the BRGs by advocating for resources to build/create them.
- ▶ Elevate issues important to BRGs, create policies, and coordinate implementation.
- ▶ Work as a funding source to provide resources to BRGs, state commissions, etc.

Interagency Coordination and Collaboration:

- ▶ Bridge DEI efforts across state government.
- ▶ Cultivate relationships across agencies, organizations, local government, etc.
- ▶ Facilitate interagency collaboration to address systemic inequities.
- ▶ Create an inventory of DEI efforts.
- ▶ Hold monthly/quarterly meetings with DEI Liaisons.
- ▶ Foster a community of practice.
- ▶ Promote/provide guidance on community engagement.

Guidance, Technical Assistance, and Resources:

- ▶ Serve as a clearinghouse.
- ▶ Maintain a website repository of useful practices, policies, and resources.
- ▶ Help all agency staff apply an equity lens to their work.
- ▶ Provide consultation on DEI issues in real time and within an agency’s context.
- ▶ Advocate for financial resources.

Setting Expectations and Measuring Progress:

- ▶ Promote a common language to support DEI-related efforts.
- ▶ Help standardize training and policies that promote a safe and inclusive workplace.
- ▶ Ensure practices in DEI are applied to the full employment life cycle.
- ▶ Develop guidelines on implementing an equity lens in the hiring process.
- ▶ Help agencies incorporate learning and understanding of cultural competency and DEI issues in their Human Resources programs.
- ▶ Require agencies to apply an equity lens.
- ▶ Introduce an equity lens in statewide funding processes.
- ▶ Help agency leadership understand the business case for DEI work.
- ▶ Require that DEI Liaisons report directly to the agency head.
- ▶ Provide executive leadership with opportunities for education and mentorship.
- ▶ Set expectations for agency leadership. Consider the following strategies:
 - Require mandatory training for executive leadership.
 - Measure agency directors’ performance with a scorecard.
- ▶ Work with agencies to create performance measures and continually revisit them.
- ▶ Assess agency performance and help identify strengths and areas for improvement.
- ▶ Maintain a public dashboard with a scorecard for the state and for each agency.

Advocacy:

- ▶ **Advocate for resources.** The Office should advocate the importance of work in diversity, equity, and inclusion (DEI) to ensure efforts are sustainable and the work is prioritized in government and within agencies. The Office should help agencies create a business case for staffing DEI work and demonstrate to the Governor and the Legislature that resources are instrumental in this work. The Office of Equity should have a legislative liaison who can make the case for funded legislation and caution against unfunded mandates.
- ▶ **Act as the statewide voice for agency employees on equity issues.** Employees often do not feel safe or welcome to voice questions and ideas internally, so the Office of Equity can serve as a place where employees can go to express concerns that do not amount to a formal complaint. As one participant put it, “It’s not always safe to bark up the chain.”

FIGURE 3. Support for Business Resource Groups (BRGs)

The statewide business resource groups (BRGs) are employee-led groups comprised of employees and their allies who share a common interest or characteristic. The Office of Financial Management (OFM) provides staff support, but these groups are unfunded. BRGs have advocated for increased representation in workforce and leadership positions, assisted agencies in recruitment and retention efforts, and informed state strategies and policies for a safe and inclusive workplace. On an *ad hoc* basis, BRGs provide training to state agencies.

Current BRGs include:

- Blacks United in Leadership and Diversity (BUILD)
- Veterans Employee Resource Group (VERG)
- Rainbow Alliance and Inclusion Network (RAIN)
- Latino Leadership Network (LLN)
- Disability Inclusion Network (DIN)
- Washington Immigrant Network (WIN)

Focus group participants said BRGs have done much work, including policy advocacy, but they lack visibility and the ‘teeth’ needed to ensure their recommendations are implemented. Participants suggested the following actions for the Office of Equity:

- ▶ **Provide support to the BRGs by advocating for resources to build/create these employee-led groups.** Support existing groups and efforts to create new resource groups. For example, it would benefit the state to create a support group for multilingual employees and advocate for more bilingual staff positions in agencies.
- ▶ **Help elevate issues, create policies to address statewide issues, and coordinate implementation of these policies.** As the Office works with leadership, including the Governor, it should elevate the issues and policy changes that matter to BRGs.
- ▶ **Work as a funding source to provide resources to BRGs, state commissions, OFM, and the Department of Enterprise Services (DES).**

Interagency Coordination and Collaboration:

- ▶ **Bridge DEI efforts across state government.** The Office of Equity should serve as the hub that unites and aligns DEI work happening across programs and agencies. There are multiple advantages to serving in this central, coordinating role. First, the Office has the opportunity to research and share best practices and tools that have been effective in communities. Agency staff would connect with the Office when they want to know if something has been tried before (whether successfully or not) and what resources already exist for an issue or project. Second, the Office could promote consistency and alignment between executive orders, laws, and goals related to DEI. It can contribute to discussions that affect practices at all agencies (e.g. around the tension between 'time to fill/hire' for a position and the need to promote diversity in the candidate pool).
- ▶ **Cultivate relationships across agencies, organizations, local government, etc.** The Office should work at many levels within an agency, engaging leadership and staff. It should provide resources (tools, training, etc.) and help agencies identify their blind spots, their own resources, and their needs. As the Office of Equity builds relationships across agencies and understands each agency's needs, it can identify opportunities for agencies to share resources, which could potentially include staff time and effort.

"Whoever does the work, does the learning. Agencies must do this work in community with other agencies. The Office of Equity should help agencies help themselves."

- ▶ **Facilitate interagency collaboration to address systemic inequities.** An individual agency cannot tackle population-based disparities and disproportionalities, such as income and wealth disparities, on its own. The Office of Equity should build linkages across agencies as they work on addressing social determinants of health. Support could be in the form of policy guidance and establishing standards for data collection and sharing. The Office should also provide education on the interconnectedness of systems, so agency leadership and staff can understand why inequities exist and dedicate resources in an effective way to move toward better outcomes.

"Within our systems and structures, we are harming ourselves over and over again. We're not looking at how we're perpetuating problems."

- ▶ **Create an inventory of DEI efforts.** This inventory provides the 'big picture' view of DEI efforts across state government, and can show how certain changes have the power to impact multiple systems. The Office of Equity should use this inventory to understand what structures and efforts already exist and build or modify from there. Agency staff would benefit from this inventory, because they could see where they fit into the big picture and easily identify their counterparts at other agencies. The Office of Equity could use this inventory to keep track of where DEI coordination lives within each agency.

“In attempts to bring down barriers in some agencies, it causes barriers in others because we weren’t prepared to think about this. This is problematic for communities. The Office of Equity could help us be strategic at all agencies to meet community where it is.”

- ▶ **Hold monthly/quarterly meetings with DEI Liaisons.** Agency staff could use this platform to support system alignment, build interagency relationships, and share their work and their agency’s legislative agenda. These meetings should be frequent and intentional, so agency staff can get the same information in one place.
- ▶ **Foster a community of practice.** The Office of Equity should build a community of DEI practitioners and provide a central place where they can gather to find safety and emotional support. Agency staff want a place to go to when they hit resistance and roadblocks in their agency. The community of practice would be a place to find materials, training, and other resources for leading cultural change. The Office should create a toolkit for those who want to mobilize within the system in order to change the system.

FIGURE 4. Fostering a Community of Practice

“This work can be very difficult and lonely.”

“Establish a community of practice where I and DEI leaders can gather to get support and renew our commitment.”

“A place for people doing the work to come together.”

“A community of DEI colleagues.”

- ▶ **Promote/provide guidance on community engagement.** The Office should guide agencies toward the point of co-design and co-creation with communities, so communities have a prominent role in making the decisions that affect them. The Office of Equity can support efforts to strengthen the feedback loop between government and communities.

“We don’t want to fatigue communities of color. A helpful resource from the Office would be guidance on a consistent manner of reaching out to communities, so agencies don’t reach into communities separately and over and over again.”

Guidance, Technical Assistance, and Resources:

- ▶ **Serve as a clearinghouse.** The Office of Equity should conduct research and survey agencies to uncover best practices and useful tools. The Office can also identify strategies that have been tried and failed, sharing 'lessons learned' and cautions from these cases. Through the Office, agencies would be able to access model policies, data collection strategies, and training modules. In particular, participants mentioned the need for resources related to language access, contracts, and racial equity tools.

"The office can empower agencies to increase their capabilities and capacity. There is a lot happening at agencies—agencies have to do the best they can and staff often have to look for solutions in different ways. Currently, this is not the best way to use agencies' resources."

- ▶ **Maintain a website repository of useful resources.** The Office should create a centralized website with links to tools, calendars of events (e.g. meetings for the DEI Council, BRGs), and other resources. The Office can also link to agency websites that highlight agencies' DEI efforts, so staff can easily see what their counterparts are working on at other agencies and connect for collaboration and learning. On this central website, the Office could provide sample policy language and contracts, highlight successful programs, and share sample communication such as flyers and email messages.

"We created a hiring toolkit and would love to share it with others. How can we share and not have to recreate everything from scratch?"

- ▶ **Help all agency staff apply an equity lens to their work.** The Office should make a 'WA State Equity Toolkit' available to every state employee, including new employees. The Office should create a mapping tool that every employee can use to understand equity issues that exist in their work and within their agency. When individuals know where to look, they can recognize blind spots. Staff would also benefit from training related to implementing an equity lens in common processes, such as funding requests and bill analyses.

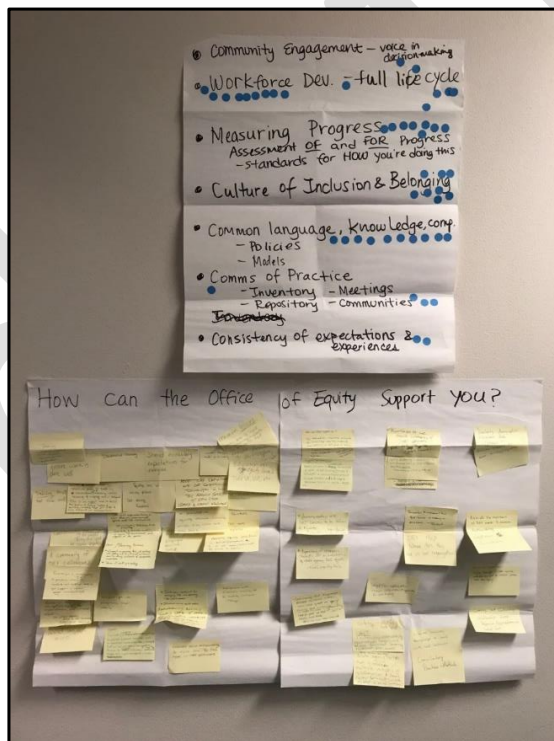
"People can get DEI on a personal level, but they may not know how to apply it to their work. Make things less abstract and provide more concrete resources."

- ▶ **Provide consultation on DEI issues in real time and within an agency's context.** The Office of Equity should provide *timely* guidance to agency staff or connect them with resources when staff need to interpret and apply laws and policies. The Office could coordinate efforts that help staff become familiar with laws, policies, directives, and executive orders. The Office should take an agency's unique situation and scope into account when helping staff incorporate strategies and standards (e.g. data disaggregation).

- ▶ **Advocate for financial resources.** The Office of Equity should help agencies make the case for increased resources to implement DEI efforts, including the need for a dedicated staff position who can focus on these efforts. The Office should provide adequate support to small agencies. It could explore the possibility of creating state grants and/or a source of pooled funding to assist small and under-resourced agencies implement DEI initiatives. As the Office of Equity builds relationships across agencies and understands each agency's needs, it can identify opportunities for agencies to share resources, which could potentially include staff time and effort.

“Small agencies do not have dedicated staff positions for DEI work. They need a resource to look to. Help the small agencies in particular to incorporate those practices.”

FIGURE 5. Focus Group Materials



Setting Expectations & Measuring Progress

Key Findings: Throughout the session, many participants underscored the importance of promoting consistency across the enterprise, setting expectations for agencies and leaders, and measuring progress. Consistency at the enterprise level reinforces the work done by individual employees. Below is a synthesis of recommendations.

Common Language, Knowledge, and Competencies:

- ▶ **Promote a common language to support DEI-related efforts.** The Office of Equity should adopt the glossary of DEI-related terms and the employee competencies that agency subject matter experts developed in 2019 in partnership with OFM and DES.

“It’s difficult to convince people of the need when we’re not speaking the same language.”

Additionally, the Office of Equity should provide common language to address interpersonal issues in the work place. It could promote conciliatory practices, so issues are addressed in constructive ways and not skipped over.

“When someone says something offensive at a meeting and they don’t even know, is there a way to provide common language to deal with this behavior? We need to do something so people can talk it out.”

- ▶ **Help standardize employee training and policies that promote a safe and inclusive workplace.** Training should not be ‘one and done.’ In partnership with DES, the Office should develop training for agency staff that is consistent and includes follow-up, so concepts and skills are reinforced over time. The Office should also promote policies and practices that agencies can use to address staff concerns that do not reach the threshold of a complaint.

Workforce Development – the ‘Full Life Cycle’:

- ▶ **Ensure practices in DEI are applied to the full employment life cycle.** This cycle includes recruitment, hiring, onboarding, training, retention, and ongoing career development. Agency staff would benefit from having common strategies, practices, guidance, and expectations for all stages. In recruitment and hiring, the Office of Equity can assist agencies in their outreach to diverse populations, and review draft job postings to ensure language is appropriate and welcoming. The Office should ensure that agencies are providing intentional onboarding and career development support for staff of color.

- ▶ **Develop guidelines on implementing an equity lens in the hiring process.** Agency staff should apply these guidelines when assembling a panel, interviewing candidates, giving consideration to lived experience, and making efforts to increase community representation.

“There is an urgent need to build the pipeline of future leaders and decision makers that get DEI and fully represent our communities.”

- ▶ **Help agencies incorporate learning and understanding of cultural competency and DEI issues in their Human Resources programs.** HR staff could use this knowledge to identify systemic, organizational, team, and personal “-isms” and barriers. HR staff would be encouraged to navigate issues in a more human-centered approach, while creating cultures that are safe for all staff to address potential issues/discomfort at the lowest level possible. The time, energy, and resources spent involved in the intake, investigation, and discipline processes could then be reduced, creating a much more positive and healthy workplace culture.

“Typically, Human Resources programs/teams are driven to represent agencies/management and do not necessarily require cultural competence or DEI knowledge and understanding for their staff members. Much of the work in HR is driven towards employee performance (or lack thereof) and behavioral issues. This practice leads HR staff to be really good at helping supervisors manage issues, but not become culturally competent or knowledgeable in the process.”

Applying an Equity Lens to Decision Making and Service Delivery:

- ▶ **Require that agencies apply an equity lens.** The Office should require and help agencies apply an equity lens when developing policies, procedures, and budgets. Agency staff should be required to apply an equity lens in their own work, including in their services to the public.
- ▶ **Introduce an equity lens in statewide funding processes.** Currently, there is no requirement for agencies to include a DEI component in the funding decision packages they submit to OFM. The Office of Equity should take the lead in advocating for changes to these types of decision making processes. For example, agencies should be required to conduct an equity impact assessment with every funding decision package.

“It should be standard practice to implement a DEI lens. How can we apply this lens even before a project starts? It would be great to have an office to consult.”

Expectations and Support for Leadership:

- ▶ **Establish relationships with agency leadership and help them understand the business case for DEI work.** The Office of Equity should help leaders understand changes will not happen overnight, but they are urgently needed. The Office of Equity can show there is a need to resource staff positions in each agency, so staff have capacity to implement effective strategies. The Office should lead with messages of “We can help you do your work better” and “We can help you better serve your communities.”

“What is the environment we’re creating for the changes we’d like to see? We’re trying to interrupt leaders from doing business as usual. What is the piece that won’t be met with so much resistance? Encourage them to think about how these [DEI] efforts will help them achieve what they want to achieve. Work with agencies to figure out the barriers to change.”

- ▶ **Require DEI Liaisons to report directly to the agency head.** This requirement would be similar to the requirement for agency tribal liaisons, as stated in [RCW 43.376.020](#) (Government-to-government relationships—state agency duties).
- ▶ **Give executive leadership opportunities for education and mentorship.** In partnership with OFM and DES, the Office of Equity should support leaders’ development and capacity. The Office should create a learning cohort for agency leadership, so they can receive DEI training and support.
- ▶ **Set strong expectations for agency leadership.** Consider the following:
 - **Require mandatory training for executive leadership.** Several participants said it should be a requirement for all executive leaders to successfully complete the Certified Diversity Executive (CDE) program as a condition for employment.
 - **Measure agency directors’ performance and make this process transparent through a scorecard.** This is similar to the idea of creating agency-specific measures for performance and effectiveness. These measures could look different for each agency head, and the scorecard can help the Office of Equity identify skills and training needs.

Measuring Progress:

► **Work with agencies to create performance measures and continually revisit them.**

These measures should encompass processes, outcomes, and culture change. Key performance indicators could include: the number of certified DEI professionals employed at an agency; the number of employees who have fulfilled their DEI training; an 'inclusion index' to measure how safe and inclusive an environment is; and information gained through the employee engagement survey that OFM administers.

"We have different functions, so equity might not be the same for every agency. One size does not fit all."

► **Assess each agency's performance and help identify strengths and areas for improvement.** There was a range of ideas on how the Office could implement agency assessments. One participant said the Office should provide voluntary audits upon agency request. Another participant suggested implementing a 'secret shopper' practice, so the Office of Equity could provide feedback on service quality and compliance.

► **Maintain a public dashboard with a scorecard for the state and for each agency.** A dashboard promotes transparency and gives a "grade" for DEI competency and implementation. The Office of Equity should establish a baseline and measure progress relative to that baseline. The Office should ensure that the measures and other information on the dashboard are meaningful to communities. In addition to showing each agency's performance, the dashboard should show the 'state of the state,' meaning the State of Washington's progress in shifting culture, practices, policies, and outcomes.

"Words versus actions. Uphold all agencies to the action level, not words."

Accountability

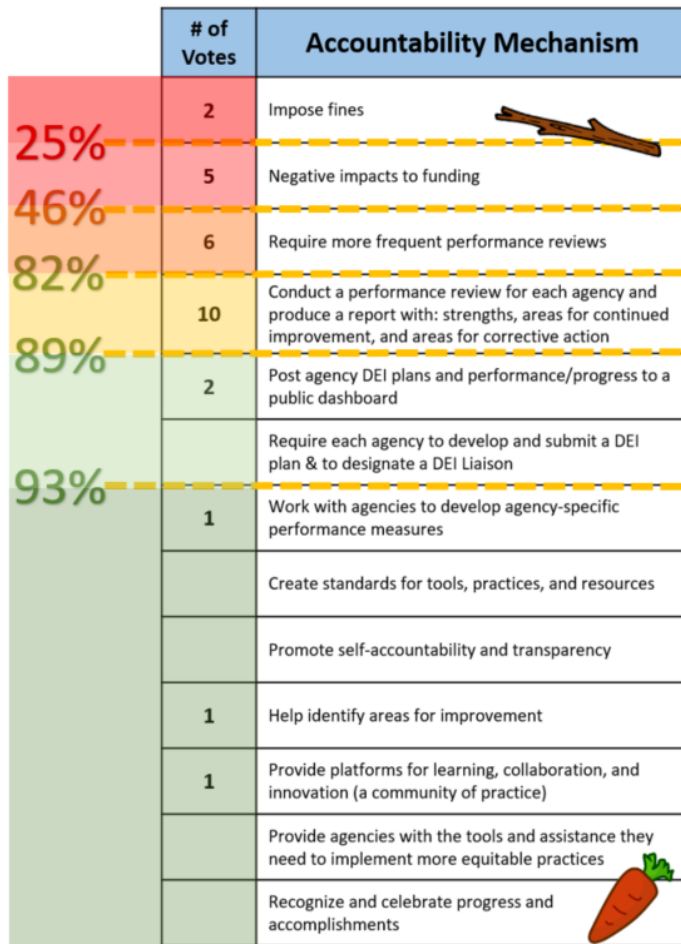
To frame the conversation on accountability, facilitators shared Task Force members' comments from recent public meetings:

- The Task Force recognizes that the Office of Equity has a unique opportunity and responsibility to hold agencies accountable for implementation of DEI efforts.
- Although accountability is important, the Office of Equity should be a place agencies can go to for support, not a place it should run or hide from.

Facilitators asked participants to think about how the Office of Equity can best hold agencies accountable. Facilitators showed participants a list of accountability mechanisms, arranged on a scale from carrot (rewards) to stick (punishment). Facilitators asked each participant to place a red dot on the scale to indicate where they think the right balance between reward and punishment should be. In other words, participants were asked to indicate the limit/cap on what the Office of Equity should do to promote accountability. For example, a participant who placed their red dot on the item '*Post agency DEI plans and performance/progress to a public dashboard*' thought all actions up to this point are acceptable or helpful, but actions past this point are not.

FIGURE 6. Accountability Mechanisms

Each participant placed a red dot on the scale to indicate where they think the right balance between reward and punishment should be. In other words, participants were asked to indicate the limit/cap on what the Office of Equity should do to promote accountability.



'Number of votes' indicates how many participants placed their red dot on a certain item on the scale. There were 28 votes total, because 2 participants did not vote.

Percentages indicate the portion of participants that found accountability mechanisms up to that point of the scale acceptable or helpful. For example, 82% of participants thought the Office of Equity should conduct performance reviews, but stop there. These participants also thought that all actions below 'performance reviews' were acceptable or helpful for promoting accountability.

Key Findings: Participants emphasized the role of accountability in promoting systems change. One participant said that power, control, and resources are at the core of systems, and the 'let's play nice' approach will not work. While some participants said agencies would require additional resources to implement requirements from the Office of Equity, others said this type of work should already be a core piece of agencies' work.

"I put my red dot on 'Impacts to funding.' DEI should be a core part of our agency's business. If we don't achieve core parts of our work, we have impacts to our funding."

One participant pointed out that the dichotomy between carrot (rewards) and stick (punishment) is not helpful when communicating accountability to agencies and leadership. Incentives should be embedded in both process and outcomes, so performance reviews should not be seen as a punishment.

"Punishment and sticks, particularly given this subject area isn't preferred. Resource investment and creating a culture of expectation is the way to do it."

Below is additional advice from participants, including comments related to unintended consequences.

- **Recognizing and Celebrating Progress:** Awards can motivate some people to do better, and the Office could consider holding an annual Gala. Rewards in the form of funds and resources can help agencies expand their work, and would be especially valuable to smaller agencies.
- **Performance Reviews:** The Office of Equity should want everyone, regardless of their starting point, to engage in DEI work and receive support. The Office should portray performance reviews as a support or incentive, not as a punishment. By requiring more frequent performance reviews for certain agencies, those agencies may come to realize that they need to invest more resources, including staff time, toward DEI efforts.
- **Consequences for Non-improvement:** If agencies do not improve after receiving support from the Office of Equity, the Office could implement a remediation plan and make that plan public. The Office would only lift this plan once the agency makes sufficient improvement.
- **Impacts to Funding:** Participants brought up the unintended consequences of withholding funds from an agency due to poor performance. This consequence could be passed down to programs and services, therefore harming communities. Furthermore, it would be counterproductive for agencies that are already under-resourced. Some participants thought that tying performance to requests for *new* funding could work well.

"There will be pushback, even unwittingly, since people won't want to give up any power. They won't do this without accountability."

- **Imposing Fines:** Some participants thought fines could be warranted if an agency's non-improvement or non-compliance became persistent. Others said this action would cause agencies to disengage and resist the Office of Equity's guidance and support.

"Imposing fines could motivate changes, but the Office will be seen as a watchdog and agencies will run from it. Resistance can be overt or subliminal."

FIGURE 7. Focus Group Materials II



Additional Advice on Implementation

As participants shared their vision for the Office of Equity, many also expressed concern about unintended consequences and challenges related to implementation. Below are their concerns, along with advice on how to mitigate potential issues.

FIGURE 8. Implementation-Related Concerns	
<ul style="list-style-type: none"> • The Office may push for equity and inclusion, but misapply efforts by not centering Black, Indigenous, and people of color (BIPOC) and not making sure we are addressing the greatest needs. • People may expect quick fixes. • Equity work may be seen as an intellectual activity, and we may fail to create observable change. • This work may become a check box instead of a transformational opportunity. • Equity work may be assigned to one person or one department. 	<ul style="list-style-type: none"> • The DEI Liaison’s work may be layered on top of all their other duties, so they are unable to dedicate sufficient time and effort. • Agencies may become defensive and disengage. • The Office of Equity may be underfunded. • The Office of Equity may lack the authority to promote accountability. • By being in the Governor’s Office, the Office of Equity will make recommendations and they may not be accepted.

“My concern is that we do this work the way white folks have always done it and we replicate what doesn’t work: scarcity mentality, divide and conquer, failure to truly engage all marginalized voices, and defaulting to hierarchical demand and control.”

Buy-In: “If someone doesn’t believe in it first hand, how do we get them to buy in?” Employees might not understand the need for DEI efforts, and they will not get behind something they do not understand. It is important to:

- Build norms within agencies to ensure consistent and adequate staffing and resources for DEI work;
- Make DEI less abstract, and help agency staff apply strategies to their own work; and
- Bring allies along on the journey—it is especially important for white men to be part of the process, so the Office must help them understand where they can start.

Race and Intersectionality: Multiple participants said the Office of Equity should include all identities and sectors in this transformational work, and hoped it would adopt an intersectional and multi-dimensional framework. One participant shared their worry that centering race in the Office of Equity’s work would create a political target, and said this approach further marginalizes some groups because they will not see their issues represented. Other participants said that race and indigeneity are logical starting points, because they undergird so many inequities.

“Let’s start the revolution by leading with race. If the work is to be around getting a culture of practicing values and respect for racial equity, let’s call it that.”

Existing Efforts: The Office of Equity should strive to integrate seamlessly with existing efforts, instead of recreating or usurping work. It is important to recognize and honor past achievements, and not overlook groups that have been instrumental in statewide DEI efforts.

Sustainability and Resilience: “There will be pushback. Sometimes it will not be apparent—there could be efforts on the side and efforts to dismantle the Office over time. How can we make the Office sustainable?” The Office of Equity must have a well-resourced team that can build on existing efforts and work with other groups to illuminate and remove barriers. To weather political challenges, the Office’s structure should be the hardest thing to dismantle and should not hinge on any one component. The Office could incorporate strategies such as: rotating terms for members of the Community Advisory Board; installing rules that prevent members from being removed by a change in leadership; and setting up the public dashboard as quickly as possible, so metrics cannot be watered down. Finally, the Office of Equity should be nimble and adaptable as it builds momentum and credibility.

“The key to success is being nimble and willing to change. Updating, upgrading, and learning as we go. The roadmap won’t always work and we may need to go in different directions.”
