



Workforce and Talent Development Board (WTDB) Essential Employability Skills Taskforce

AGENDA VIRTUAL MEETING

June 30, 2020

1:30p-3:00p

Conference call: +1 929-229-5751 Access Code: 742 525 641#

Persons wishing to testify during public comment period should sign up at meeting. Times approximate and order of agenda items may vary.

Members:

Anne Mersereau - PGE (Co-Chair)

Melinda Rogers - NWN (Co-Chair)

Lauren Corbett - Adidas

Tony Frazier - Kroc Center

Jason Galbraith - Sunset High School

Jessica Howard - Chemeketa CC

Heidi Larwick - Connected Lane County

Andrew McGough - WorkSystems

Olivia Nell - College Student

Cathy Reynolds - Legacy Health

Myronda Schiding - NW STEM Hub

Kyle Stevens - Southern Oregon WB

Tom Thompson - ODE

Laurie Cremona-Wagner - SAP

David Conley - EdImagine

Jim Taylor - ODE

Staff:

Todd Nell

Sydney King

Clay Martin

Standing Business

1.0 Organizational Business

1:30p

1.1

Roll Call and Opening Remarks

Anne Mersereau
Melinda Rogers

1:38p

2.0

Public Comment

Each individual/group will have a time limit of three minutes

3.0

Consent Agenda

ACTION ITEM: Approve May 26, 2020 Meeting Minutes

Strategic Leadership

4.0

Workforce and Education

1:40p

4.1

Essential Employability Skills Taskforce

Todd Nell

1:50p

4.2

Business-Education Partnership

Jim Fong
Dana Shumate

2:10p

4.3

Sunset High School

Jason Galbraith

2:30p

4.4

Oregon HS Graduation Requirements

All

Strategic Management

5.0

Strategy, Planning and Execution

2:50p

5.1

Draft Charter Approval and Next Steps

Todd Nell

3:00p

Adjourn



Workforce and Talent Development Board (WTDB)

Essential Employability Skills Taskforce

MINUTES VIRTUAL MEETING

May 26, 2020
1:30p-3:00p

Conference call: **877-810-9415; Access Code 9550046**

Persons wishing to testify during public comment period should email Sydney.G.King@oregon.gov 12 hours prior to the meeting.

Times approximate and order of agenda items may vary.

Members:

ANNE MERSEREAU

MELINDA ROGERS

LAUREN CORBETT

TONY FRAZIER

JASON GALBRAITH

JESSICA HOWARD

HEIDI LARWICK

ANDREW MCGOUGH

OLIVIA NELL

CATHY REYNOLDS

MYRONDA SCHIDING

KYLE STEVENS

TOM THOMPSON

LAURIE CREMONA-WAGNER

DAVID CONLEY

JIM TAYLOR

Staff:

Todd Nell

Sydney King

Clay Martin

Members Present: Anne Mersereau (Co-Chair), Melinda Rogers (Co-Chair), Lauren Corbett, Tony Frazier, Jason Galbraith, Jessica Howard, Heidi Larwick, Andrew McGough, Olivia Nell, Cathy Reynolds, Myronda Schiding, Tom Thompson, Laurie Cremona-Wagner, David Conley

Staff Present: Sydney King, Clay Martin, Todd Nell

Standing Business

1.0 Organizational Business

1:30p 1.1 Co-Chair Anne Mersereau brought the meeting to order at 1:32pm. She conducted roll call and reviewed the agenda. Mersereau and Co-Chair Melinda Rogers provided insight from business on the importance of essential employability skills.

1:40p 2.0 **Public Comment:** None.

Strategic Leadership

3.0 Workforce and Education

1:40p 3.1 Todd Nell introduced the Essential Employability Skills Taskforce and discussed the goals the taskforce hopes to achieve.

1:50p 3.2 Heidi Larwick presented on her program, Elevate Lane County, a career-connected program. She went over the statistics of her county and how 21st Century Learning has had positive impact on the diverse population of Lane County. They currently have very good participation in high schools and colleges, but are lacking in middle and elementary schools.

2:10p 3.3 Andrew McGough with Worksystems discussed how they, as a local workforce board, use 21st Century Skills. Worksystems is working to streamline how to group young people with these skills. The goal is for employers to pull from these groups that include specific skills sets and competencies.

2:30p 3.4 David Conley, who spoke at the 2020 Oregon Talent Summit, discussed the importance of these three topics:

- Regionalized strategy with a lot of tools
- High school programs incorporating 21st century skills and identifying

Members:

ANNE MERSEREAU

MELINDA ROGERS

LAUREN CORBETT

TONY FRAZIER

JASON GALBRAITH

JESSICA HOWARD

HEIDI LARWICK

ANDREW MCGOUGH

OLIVIA NELL

CATHY REYNOLDS

MYRONDA SCHIDING

KYLE STEVENS

TOM THOMPSON

LAURIE CREMONA-WAGNER

DAVID CONLEY

JIM TAYLOR

Staff:

Todd Nell

Sydney King

Clay Martin

key groups going forward.

- Restructuring post-secondary education to develop individual employment preparation.

Strategic Management

5.0 Strategy, Planning and Execution

2:50p

5.1

Todd Nell went over the draft charter, outlining the goals and deadlines of the Essential Employability Skills Taskforce.

- Draft Charter approved with signatures still forth coming from sponsors.
- Draft report due by September 11, 2020 full WTDB meeting.
- Final report will be due late November, early December 2020.
- The next EES meeting will be held in July.

3:00p

Adjourned at 2:58pm.



Workforce and Talent Development Board (WTDB) Essential Employability Skills Taskforce Charter

Project Name	Essential Employability Skills (EES) Taskforce
Sponsors	Christian Gaston, Education and Labor Policy Advisor, Governor's Office Ken Madden, Chair, Oregon Workforce Investment Board (OWIB) Karen Humelbaugh, Director, Office of Workforce Investments (OWI) Ben Cannon, Director, Higher Education Coordinating Commission (HECC) David Gerstenfeld, Interim Director, Oregon Employment Department (OED)
Committee Co-Chairs	Anne Mersereau, Vice President, Human Resources, Diversity and Inclusion, PGE Melinda Rogers, Vice President, Chief Human Resources and Diversity Officer
Staff Lead	Todd Nell, Director of WTDB
Opportunity Statement	<p>The WTDB's 2020-2021 Strategic Plan provides a transformational foundation for increased innovation and effectiveness that will translate into better results for the WTDB and improved outcomes for the Workforce System in Oregon. The WTDB Strategic Plan calls out a vision of equitable prosperity for all Oregonians and a mission of advancing Oregon through meaningful work, training, and education by empowering people and employers.</p> <p>The WTDB enables meaningful work for all Oregonians by:</p> <ul style="list-style-type: none">• Leading and communicating a long-term vision for Oregon that anticipates and acts on future workforce needs;• Advising the Governor and the legislature on workforce policy and plans;• Aligning public workforce policy, resources, and services with employers, education, training and economic development;• Identifying barriers, providing solutions, and avoiding duplication of services;• Promoting accountability among public workforce partners; and• Sharing best practices and innovative solutions that are scalable statewide and across multiple regions <p>We value being:</p> <ul style="list-style-type: none">• Inclusive –We invite and represent all voices to strengthen our workforce system• Collaborative –We proactively engage all stakeholders as a hub for consensus-building• Bold –We courageously take risks to influence and persuade action <p>Our reputation includes:</p> <ul style="list-style-type: none">• National leadership –We are innovative role models who set and share best practices• Conveners –We bring all stakeholders together to solve our most pressing challenges• Connectors –We anticipate and respond to all of Oregon's communities (tribal, rural, urban, and others)• Results –We connect our initiatives to outcomes• Accountable –We communicate transparently with easy to understand and agreed upon metrics



Workforce and Talent Development Board (WTDB) Essential Employability Skills Taskforce Charter

Project Purpose & Scope

The Essential Employability Skills Taskforce will be responsible for:

- Discussing, researching and understanding the challenges, opportunities and best practices in education and training of Essential Employability Skills in Oregon and Nationally that best prepare Oregonians for success in jobs and careers and meet the needs of businesses/employers.
- Defining top Essential Employability Skills, developing a baseline and creating a plan in response to the Oregon Talent Assessment and in alignment with the WTDB Strategic Plan.
- Exploring, considering and developing effective policies and other mechanisms to address challenges and/or opportunities in Essential Employability Skills based on available data, research, analysis and best practices.
- Submitting a final report that includes prioritized policy recommendations and other mechanisms that address challenges and/or opportunities and provide value-added solutions to the Governor's Office and Legislature regarding Essential Employability Skills in Oregon.
- Presenting a **Draft Report at the WTDB September 2020 full-board meeting.**
- Completing a **Final Report in November/December 2020.**
- Submitting **Final Report at December 2020 WTDB** meeting for approval including recommendations on benchmarks, funding, redeployment strategies and schedules.

Project Milestones

1. **Draft Report Due Sept 11th, 2020**
2. **Final Report Due November 30th, 2020**
3. **Report due to the WTDB, Governor and Legislature by December 11th, 2020**

Project Stakeholders

Staff Lead will report progress to and receive guidance from, the Oregon Workforce and Talent Development Board and the Governor's Labor and Workforce Policy Advisor. Stakeholders for this project include, but are not limited to:

- Office of the Governor
- Oregon's business community
- Oregon Legislature
- Higher Education Coordinating Commission
- Oregon Employment Department
- K-12
- Business Oregon
- Community Based Organizations, including culturally-specific community based organizations
- Oregon Department of Veteran Affairs
- Department of Human Services
 - Oregon Vocational Rehabilitation
 - Commission for the Blind
 - Self Sufficiency
- Local Workforce Development Boards
- Oregon AFL-CIO



Workforce and Talent Development Board (WTDB) Essential Employability Skills Taskforce Charter

Members

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 Kyle Stevens – Southern Oregon WB
 Tom Thompson – ODE
 Laurie Cremona-Wagner – SAP
 David Conley – EdImagine
 Jim Taylor – ODE

Expected Outcomes

Successful completion of project. Taskforce will sunset once project is completed.

Funding and Resources

Project will be staffed with existing resources.

Major Project Risks

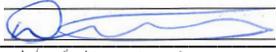
- Conflict between federal, state and local goals and interests.
- Different local areas may have different needs requiring separate strategies/programs/services be developed.
- Organizations engaged in this work are already resource-constrained with current workloads and capacity.

Sponsor Approvals

Christian Gaston (Governor’s Office) 

Ken Madden (WTDB) 

Ben Cannon (HECC) 

David Gerstenfeld (OED) 

Karen Humelbaugh (OWI) 

ROGUE VALLEY ESSENTIAL EMPLOYABILITY SKILLS

PRESENTATION TO THE WTDB - ESSENTIAL EMPLOYABILITY SKILLS TASKFORCE

JUNE 30, 2020



	Beginning (1)	Developing (2)	Progressing (3)	Advanced (4)
Reliability	Regularly misses class and/or deadlines. Individual cannot be relied upon to follow-through on commitments.	Individual is inconsistently reliable. Attendance can be sporadic. At times, individual shows potential and initiative.	Attendance and follow-through is consistent. Individual is self-motivated and can be relied upon regularly.	Contributes substantially to learning process both by "showing up" and by encouraging and challenging others to fully participate.
Collaboration	Rarely exhibits a cooperative interested attitude towards teamwork.	Is a cooperative team member but requires motivation to collaborate and function at a higher level.	Actively participates well in a team environment. Individual shows initiative and develops win-win solutions.	Functions at a very high level as a team player. Is very skilled as team leader in collaboration and handling team conflict/ disagreement.
Communication	Does not listen and or unable to summarize key elements of verbal and nonverbal communication. Does not clearly express thoughts verbally and nonverbally.	Offers "safe" answers to simple questions and occasionally volunteers a response. Individual is beginning to develop organized and appropriate verbal and nonverbal responses.	Communicates effectively (both verbally and nonverbally). Actively listens to others without interruption. Individual contributes to class discussion by offering thoughts, opinions and asking appropriate questions.	Skilled at creating an open environment that encourages the flow of information. Verbal and nonverbal communication conveys both substance and intent with high accuracy.
Respect	Does not respect other's rights, ideas, opinions and diversity of others.	Developing respect of other's rights, ideas, opinions and diversity of others.	Demonstrates respect of other's rights, ideas, opinions and diversity of others.	Respects the rights, ideas, opinions and diversity of others. Encourages others to express viewpoint without judgement.

	Beginning (1)	Developing (2)	Progressing (3)	Advanced (4)
Professionalism	Individual does not take personal responsibility for appearance, behavior, actions, or verbal communication.	Shows inconsistent evidence ability to manage their behavior or actions, appearance, or verbal communication.	Individual takes personal responsibility for their appearance, verbal communication, behavior or actions.	Accepts full responsibility for own appearance, behavior and actions. Individual is a leader and role model in opportunities in helping classmates monitor and progress in their behavior, communication, and behavior skills.
Attitude	Regularly displays a negative attitude. Is often perceived as pessimistic, self-centered and/or discouraging.	Attitude occasionally fluctuates between positive/encouraging to negative/pessimistic.	Makes a positive impression to those around them. Creates and sustains an attitude that encourages others to do their best.	Demonstrates a positive and encouraging attitude even in the face of adversity. Leads as a role model in shows empathy and compassion towards others.
Problem Solving	Does not attempt to identify, describe, or solve the problem	Individual primarily depends on others to solve problems and identify possible solutions.	Find multiple ways to solve a problem and share the strengths and weaknesses of a solution with a variety of audiences.	Individual is a leader that can plan and organize work, reason and make objective judgments, and keep their mind on several parts of their job.



CREATING A “DEMAND / PULL” SYSTEM FOR ESSENTIAL EMPLOYABILITY SKILLS

Students & Job/Career-Seekers

- High-School Students
- College Students
- Post Secondary Trainees
- Job/Career Seekers

Education & Workforce Partners

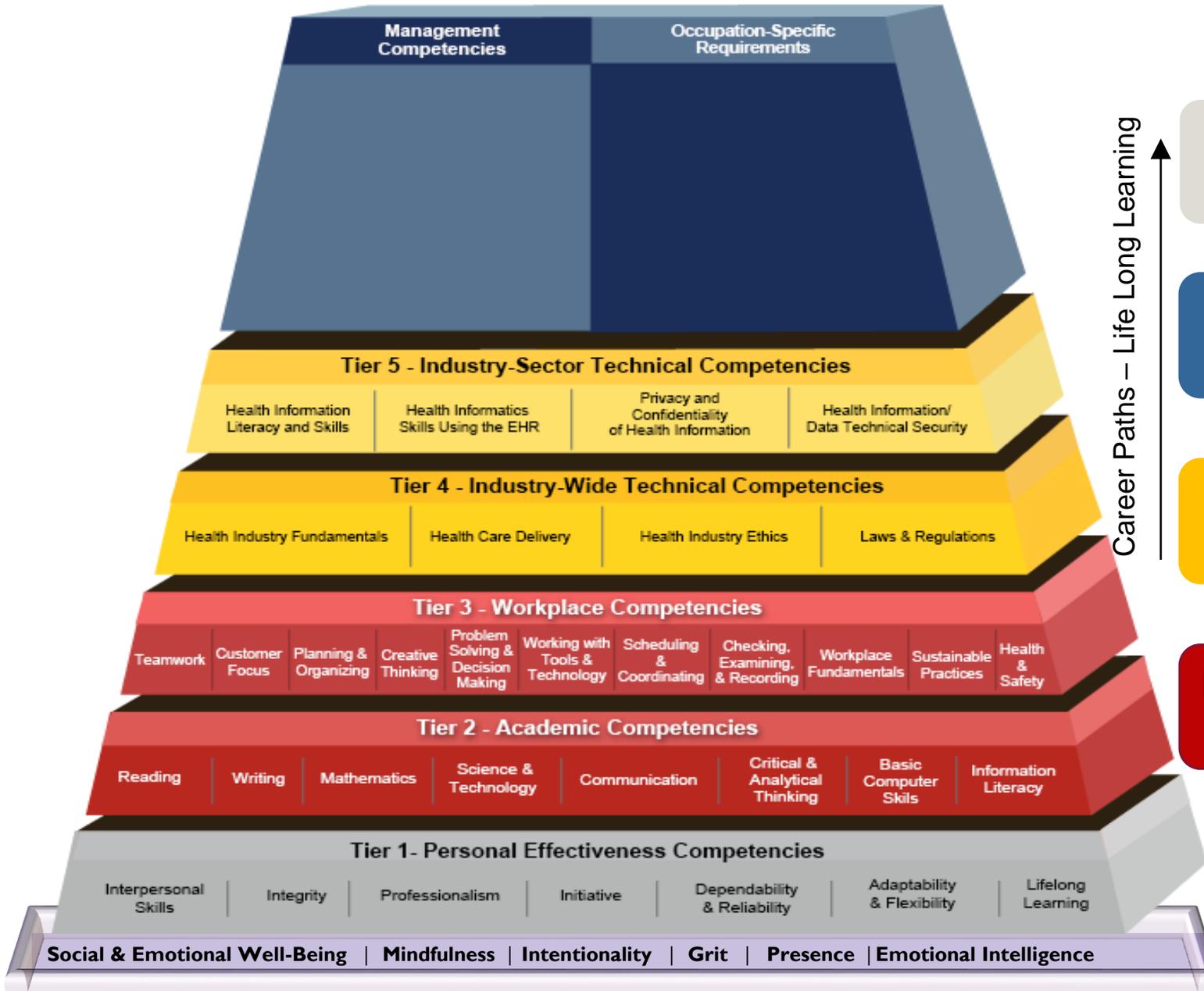
- All K-12 School Districts
- Rogue Community College
- Southern Oregon University
- Private Post-Secondary Trainers
- WorkSource Rogue Valley

Targeted Industry Sector Companies

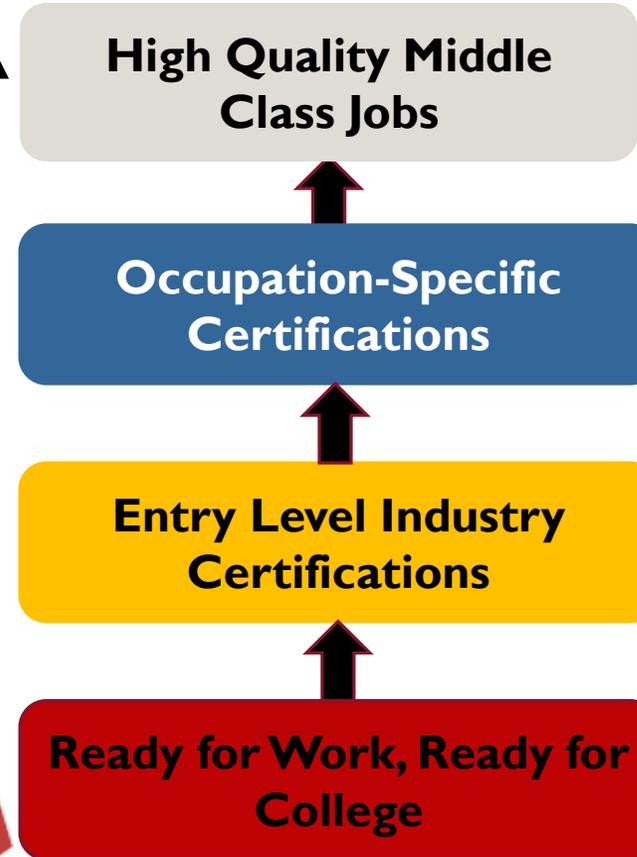
- Advanced Manufacturing
- Healthcare
- Construction
- Information Technology
- Transportation & Logistic
- Forestry / Woodland Firefighting

Business - Education Partnership

HEALTHCARE SKILLS PYRAMID



Career Paths – Life Long Learning



Modified from USDOL Career One Stop
<https://www.careeronestop.org/CompetencyModel/competency-models/electronic-health-records.aspx>

DEVELOPMENTAL ASSETS & RESILIENCE TOOLS HAVE BEEN WITH US SINCE THE 1990'S



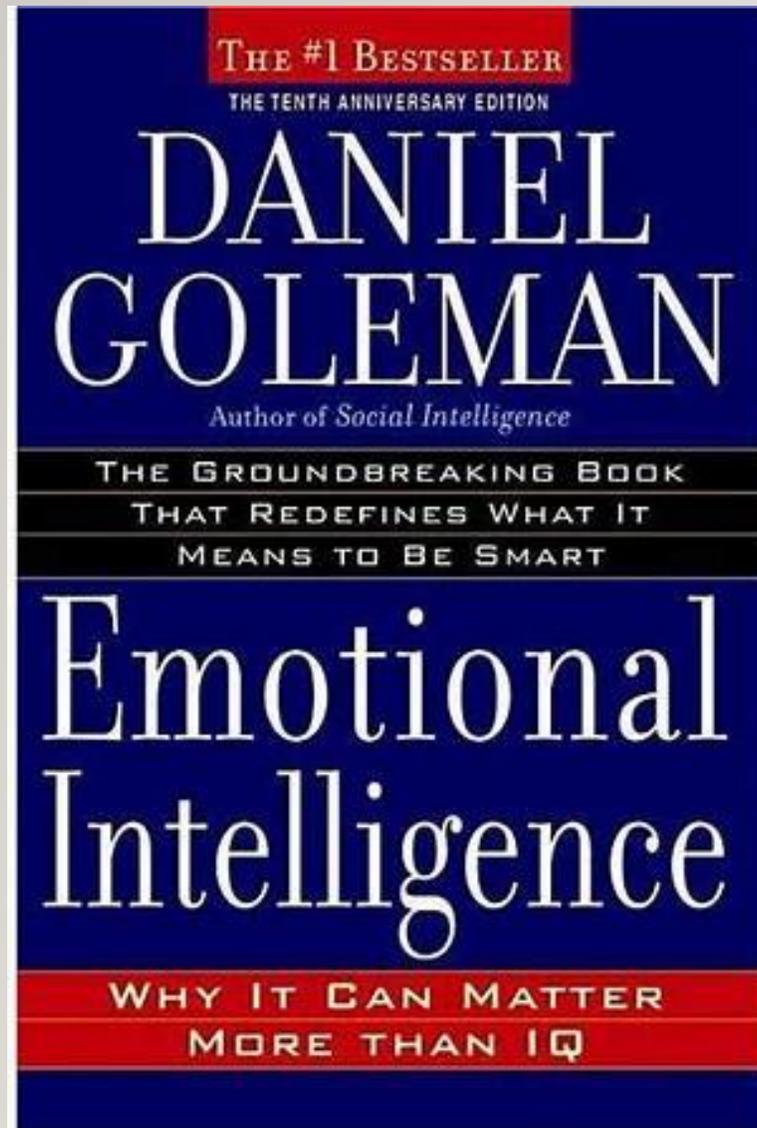
Developmental Assets

Since 1990, Search Institute's research-based Developmental Assets® framework has become one of the foundational frameworks in positive youth development and the most frequently cited and widely utilized in the world.

www.fosteringresilience.com

Fostering
Resilience, Building
Resilience in
Children and
Teens--Dr. Kenneth
Ginsburg





EMOTIONAL
INTELLIGENCE
WENT
MAINSTREAM IN 1995

Applying the understanding of
Adverse Childhood Experience &
Trauma Informed Communities
first started in 2011

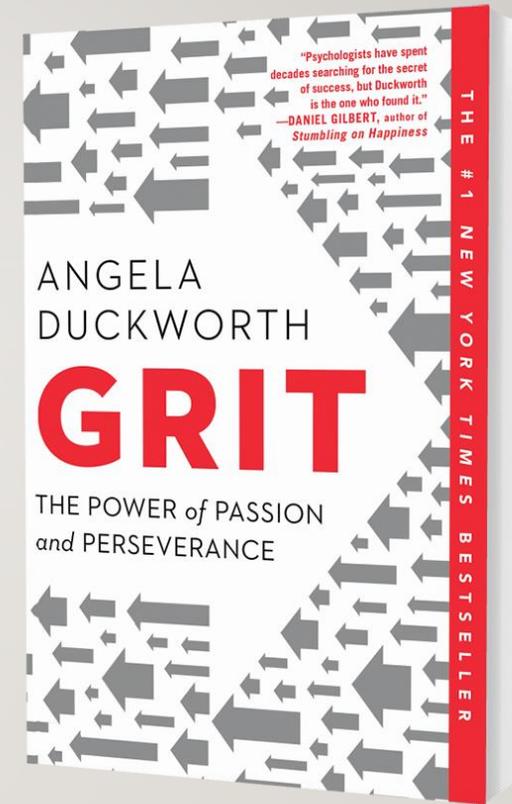


The ACE Pyramid represents the conceptual framework for the ACE Study, which has uncovered how adverse childhood experiences are strongly related to various risk factors for disease throughout the lifespan, according to the [Centers for Disease Control and Prevention](#).^{[5][6]}

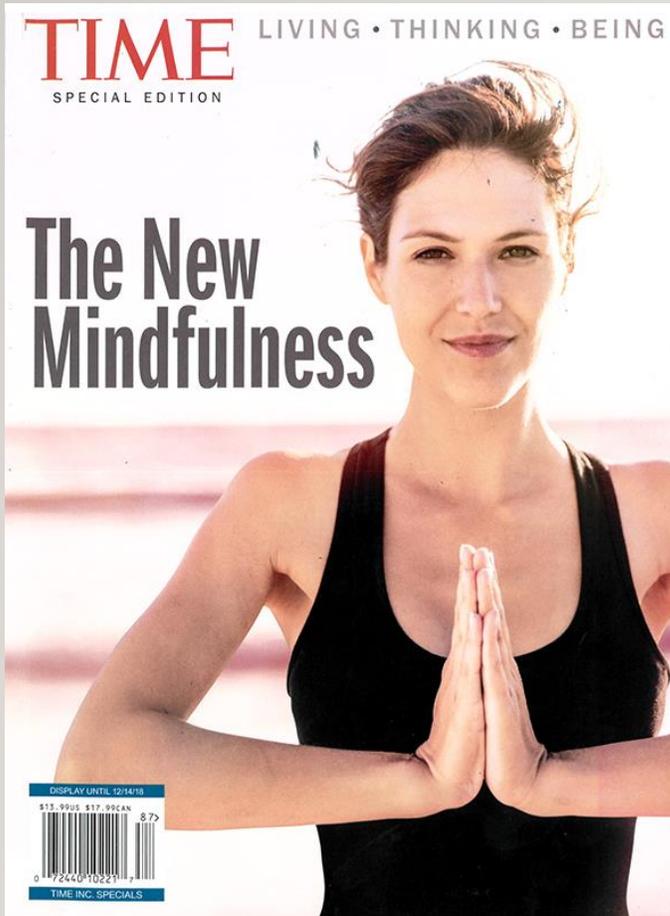


Grit: the power of passion and perseverance
Angela Lee Duckworth

6,625,167 views • May 9, 2013



GRIT WENT MAINSTREAM IN 2013-2016



MINDFULNESS WENT MAINSTREAM IN 2014 & 2018

NOW OFFERING INNOVATIVE OPPORTUNITIES TO GROW PERSONAL EFFECTIVENESS SKILLS

- Mindfulness Coaching & Seminars / Webinars - [Evolutionary Consulting](#)
- Personal Effectiveness Seminars - [Wings](#)
- Accessing Self-Awareness, EQ, Compassion, Curiosity & Confidence - [Inner Guide Expeditions](#)
- Using [Adverse Childhood Experiences](#) and [Resilience](#) tools with our Southern Oregon Success cradle-to-career initiative partners to foster personal growth & well-being

PRESENTATION TEAM

- [Dana Shumate](#) - Business/Education Partnership Coordinator, Rogue Workforce Partnership - dana@rogueworkforce.org
- [Jeannette Trumm](#) - Director of Human Resources, Dutch Bros Coffee - jeannette.trumm@dutchbros.com
- [Casey Alderson](#) - Director of Human Resources, Secondary Teaching and Learning , and Athletics at Three Rivers School District - casey.alderson@threerivers.k12.or.us
- [Jim Fong](#) - Executive Director, Rogue Workforce Partnership - jim@rogueworkforce.org

Source	Name
The Quality Assurance Commons for Higher and Postsecondary Education Education Design Lab	Essential Employability Qualities Certification 21st Century Skills
MDRC New World Of Work	21st-Century Skills
Partnership for 21st Century Learning (P21)	21st Century Skills
National Association of Colleges and Employers	Career Readiness Competencies
Skills Builder Partnership	Essential Skills
The Center for Work Ethic Development	Bring Your 'A' Game
US Department of Education Office of Career, Technical, and Adult Education Saavsus, Inc.	Employability Skills Job-Related Social Skills
edX	Soft Skills
US Department of Labor Office of Disability Employment Policy National Network of Business and Industry Associations Albany School District	Soft Skills for Workplace Success Common Employability Skills Employability Score
Texas Workforce Commission	Workplace Essential Skills
EdLeader21	4Cs Educational Outcomes
Inflexion	Essential Skills and Dispositions
Skills You Need	Employability Skills
Child Trends	Soft Skills

Engages Business	Comprehensive Framework	Includes Work-Based Learning/360 Review	Implementation Plan and/or Resources
3	2	3	2
2	2	3	2
1	2	3	3
3	3	1	2
3	2	1	3
3	2	1	3
2	2	0	3
2	3	1	1
1	2	1	3
2	1	0	2
1	2	1	3
3	3	0	0
2	1	1	1
3	2	0	0
0	1	1	2
1	2	0	0
0	2	0	1
1	2	0	0

Includes a TOTAL
Certificate/Badge

3	13	CERTIFIES POSTSECONDARY EDUCATION PROGRAMS, NOT INDIVIDU/
3	12	
2	11	
0	9	Hyperlinks will not work. Google "P21" and "P21 framework"
0	9	
0	9	Focused exclusively on K-12
2	9	
0	7	
0	7	Focused on youth development
2	7	
0	7	Focused on youth development
0	6	
0	5	Focused exclusively on high school
0	5	More research than a framework for implementation
0	4	Focused exclusively on K-12
0	3	
0	3	
0	3	More research than a framework for implementation

ALS

Oregon High School Graduation Requirements

To earn a diploma¹, high school students will need to:

1. Successfully complete the credit requirements.
2. Demonstrate proficiency in the Essential Skills.
3. Meet the personalized learning requirements.

Credit Requirements²

SUBJECT AREAS*	GRADUATION REQUIREMENTS	NOTES
English Language Arts	4	
Mathematics	3	Algebra I and above*
Science	3	Scientific Inquiry and Lab Experience*, **
Second Language The Arts Career and Technical Education	3	
Health	1	
Physical Education	1	
Electives	6	
Social Sciences	3	
TOTAL CREDITS	24	

*Applied and integrated courses aligned to standards can meet credit requirements.

**Lab experiences can take place outside of the school in field-based experiences.

Essential Skills³

The Essential Skills are cross-disciplinary skills that students should be developing across grades K- 12. Only three of the Essential Skills are currently graduation requirements.

ESSENTIAL SKILL	GRADUATION REQUIREMENT
Read and comprehend a variety of text	YES
Write clearly and accurately	YES
Apply mathematics in a variety of settings	YES

¹ [Oregon Department of Education, Oregon Diploma, High School Graduation Requirements](#)

² [Oregon Department of Education, Oregon Diploma, Credit Requirements](#)

³ [Oregon Department of Education, Essential Skills Graduation Requirement](#)

Listen actively and speak clearly and coherently	NO
Think critically and analytically	NO
Use technology to learn, live, and work	NO
Demonstrate civic and community engagement	NO
Demonstrate global literacy	NO
Demonstrate personal management and teamwork skills	NO

Personalized Learning Requirements⁴

An education plan and profile is required for each student. The education plan and profile assists students in pursuing their personal, educational, and career interests and post-high school goals. The *education plan* serves as a “road map” to guide students’ learning throughout school and prepare them for next steps after high school. The *education profile* serves as a “compass” that documents students’ progress and achievement toward their goals and helps them to stay on course.

The student is responsible, with guidance, to develop and manage his or her personal plan and profile. The school is responsible for providing a process and guidance to students. The process should begin no later than 7th grade and continue through 12th grade, with regular reviews and updates. The process should be designed with flexibility to allow students to change their plans as their personal and career interests and goals evolve along the way.

Personalized Learning Requirements are identified, reviewed, and tracked in the education plan and profile. These address how the credit requirements will be fulfilled for each student. These may include:

- Career-related learning experiences are structured educational experiences that connect learning to the world beyond the classroom. They are planned in the student’s education plan in relation to his/her career interests and post-high school goals. Experiences provide opportunities in which students apply academic, career-related, and technical knowledge and skills and may also help students to clarify career goals.
- Extended application is the application of knowledge and skills in the context of the student’s personal and career interests and post-high school goals. Students use knowledge and skills to solve problems, create products, and make presentations in new and complex situations. Extended application is based upon the principles of contextual teaching and learning and brain-based research. Extended application engages students in significant activities that help them connect academic studies to their context in real life situations. By making these connections students see meaning and relevance in their schoolwork.

It should be noted that Oregon’s high school graduation requirements have been modified somewhat due to the COVID-19 pandemic⁵, but these are likely temporary modifications.

⁴ [Oregon Department of Education, Oregon Diploma, Personalized Learning Requirements](#)

⁵ [Oregon Department of Education, Oregon’s Extended School Closure Guidance, Spring 2020](#)



AN EQUITY LENS FOR WORKFORCE

ADOPTED 2014

INTRODUCTION



The Workforce and Talent Development Board (WTDB) and the Oregon Workforce System Partners share a vision of equity and excellence for each and every job seeker in Oregon. We understand that to meet the combined challenges of a globally competitive economy, changing demographics within our labor force, and increasingly scarce government resources, the workforce development system must continuously improve its performance for *all* Oregon job seekers.

This charge is especially important in relation to populations that have historically been over-represented among Oregon's under- and un-employed: individuals representing communities of color, individuals experiencing disabilities, immigrants, individuals with a history of criminal convictions, older workers, youth, long term unemployed, and veterans.

Oregon cannot afford to allow these population groups to be left behind in our efforts to increase opportunity and prosperity. Every Oregonian deserves an equal opportunity to better themselves through hard work and to leave their children better off than they were.

As a Board and as Workforce System Partners, we believe this vision can be achieved only when Oregon's workforce system *holds itself and its component parts* accountable for equitable access and system outcomes for all job seekers.

To that end, we are committed to using an equity lens to provide a common vocabulary and protocol for decisions about system innovation, implementation of the WTDB Strategic Plan, and resource allocation.

MISSION

The Workforce and Talent Development Board advises the governor on workforce policy and plans, and contributes to the economic success of Oregon by:

- ◆ *Aligning state workforce policy and resources with education and economic development;*
- ◆ *Promoting a proactive, flexible and innovative talent development system; and,*
- ◆ *Holding the workforce system accountable for results to ensure Oregonians develop the skills they need to sustain rewarding careers and businesses have the talent they need to be competitive.*

ALIGNMENT WITH THE CHIEF EDUCATION OFFICE EQUITY LENS

While the workforce system partners are focused on employment, we are inextricably linked to the efforts that our education partners are making in relation to Oregon's education goals. To that end, the Chief Education Office (CEdO) case for equity applies equally to the Oregon Workforce System.



AN EQUITY LENS FOR WORKFORCE

ADOPTED 2014

EQUITY LENS



Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. It also requires intentional focus in the areas of:

- ◆ Leadership,
- ◆ Partnerships,
- ◆ Community,
- ◆ Engagement; and
- ◆ Accountability.

Leadership	Strategic planning	Community Engagement	Partnership	Accountability	Create performance metrics for programs that are specific to special populations
	Training		Early involvement		Develop relevant program evaluation criteria specific to the service
	Technical assistance		Building relationships and community capacity		Incorporate the results into the budget process and capacity
Partnerships	Sufficient funding and resources	Community Engagement	Inclusiveness and equity	Accountability	Integrate performance into performance evaluations
	Cross agency collaboration		Quality process design and implementation		
	Community organizations and other jurisdictions		Transparency		
			Accountability		

QUESTIONS TO CONSIDER

In bringing an equity lens to the Oregon workforce system transformation efforts, the following questions will be considered for decisions about system innovation, implementation of WTDB strategies, and resource allocation:

1. Who are the groups affected by this proposed action? How will each group be affected? Is any group negatively affected in a disproportionate way?
2. Does the proposed action ignore or worsen existing disparities or produce other unintended consequences?
3. How does the proposed action expand opportunity and access for groups who are over-represented among the under- and un-employed?
4. How does the proposed action promote inclusive collaboration and partnership engagement? How have stakeholders, who are also members of the communities affected by the proposed action, been included in the process of decision-making about the proposed action?
5. How will data about the proposed action, and its impact (positive or negative) on equitable access and outcomes, be monitored and evaluated?



State of Oregon Equity Framework in COVID-19 Response and Recovery

Office of Governor Kate Brown





ACKNOWLEDGMENTS

The State of Oregon Equity Framework in COVID-19 Response and Recovery is the culmination of the expertise and insight of many individuals, including Governor Kate Brown's staff, agency directors, deputy directors, state equity leaders, and community partners to advance equity in the state government. The Equity Framework would not have been made possible without the support of the State of Oregon Enterprise Leadership Team's Diversity, Equity, and Inclusion subcommittee.

Thank you.

A MESSAGE FROM GOVERNOR KATE BROWN



Oregon is at yet another turning point. The COVID-19 pandemic has fundamentally changed and disrupted the lives of every Oregonian with unprecedented levels of economic and health impacts. The effects of this global health crisis deeply exacerbate the existing and persisting inequities experienced by families, children, rural Oregonians, and communities of color. We have made great strides in keeping Oregonians safe and healthy, as we have worked to flatten the COVID-19 curve. However, our state is at a juncture that demands our state government take proactive and anti-racist measures to build a more equitable Oregon while reflecting the state's values of accountability, equity, excellence, and integrity.

The COVID-19 pandemic has further exacerbated racial disparities. As we work to reopen the economy and build a safe and strong Oregon, I am committed to putting our marginalized communities at the forefront of our recovery plan. Likewise, building a more equitable Oregon requires every part of state government to work diligently to ensure that equity is integrated into every aspect of the state's COVID-19 response and recovery efforts and beyond. The *State of Oregon Equity Framework in COVID-19 Response and Recovery* is designed to be a roadmap and tool to support state agencies, boards, and commissions in our state government's continued efforts to center equity.

The equity framework illustrates the core elements to protect and engage with communities; collect data and promote inclusive workplaces; and build economic resiliency. To support and protect our vulnerable and underserved populations, we need to collect, analyze, and report disaggregated data to deepen our understanding of the communities that are impacted the most. Additionally, community voices need to be uplifted to inform how we target investments in the places that need it most.

I expect all state agencies to fully commit to applying the *State of Oregon Equity Framework* in developing agency-specific strategies and concrete actions to address racial and economic disparities due to COVID-19 as we plan and ready the state for recovery. Through these equity strategies, we can move the metrics to improve equity outcomes and advance racial justice for all Oregonians for years to come.

Your unwavering dedication fuels my commitment to put this work into practice. What truly defines us as Oregonians is our tradition of coming together and working collaboratively toward the shared vision of a thriving Oregon where we all have opportunities to fulfill our greatest potential. It is a great pleasure and privilege to work with you during this critical time in the history of our state. I am thankful for all the agency directors and employees who have been working tirelessly to serve Oregonians.

We stand united and strong during a historic moment to put Oregon on a better path forward. Together, we can build a more equitable Oregon.

Sincerely,

A handwritten signature in black ink that reads "Kate Brown". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Governor Kate Brown

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OREGON EQUITY FRAMEWORK

Introduction

During the unprecedented time of the COVID-19 pandemic, Governor Kate Brown's top priority is to keep all Oregonians safe and healthy. Efforts to mitigate COVID-19 have illuminated how connected our communities are, and how disproportionate effects in one community affect us all across the state. At the same time, Governor Brown and state public health experts recognize that COVID-19 has had disproportionate infection rates and other negative effects on specific communities, including Native American, Tribal members, Black, African American, Latinx, Asian, Pacific Islander, linguistically diverse populations, and those with disabilities.

A key learning from COVID-19 both here and across the country is how deeply this virus exacerbates existing racial and economic inequities with wide-ranging health, social, and economic implications. For example, long-standing health inequities have caused higher rates of chronic health problems within communities of color compared to white communities. Because COVID-19 puts people with underlying health conditions at greater risk, people of color face a greater chance of experiencing severe COVID-19 illness. Similarly, economic inequities result in more people of color employed in essential hourly wage

jobs, which require them to travel to work and interact with people on the job, putting them at higher risk of exposure to the virus.

Yet, we can address these inequities and lower the risks communities of color have experienced. As we respond to this crisis and plan for recovery, we have an unprecedented opportunity and moral obligation to address the many structural barriers that disproportionately impact Oregon's communities of color and families navigating poverty.

This also includes understanding the government-to-government relationship with the nine federally recognized tribes of Oregon as a vital piece to this work. We must all do our part at the state level to ensure this partnership is being respected and honored.

Governor Brown prioritizes equity in all statewide responses to the crisis to protect and support our historically and currently underserved and under-resourced populations. On the path to recovery, it is imperative that all state agencies prioritize equity in their recovery policies and practices. Culturally specific and responsive strategies are critical to advance equitable outcomes for all Oregonians.

It is the collective responsibility of every state agency to apply the State of Oregon Equity Framework to develop agency-specific strategies and concrete actions to address racial and economic disparities due to COVID-19 as we plan and ready the state for recovery.

The State of Oregon Equity Framework

The State of Oregon Equity Framework articulates the specific communities that must be included and considered, core elements to advance equity, and guiding questions for developing strategies and evaluating efforts.

Governor Kate Brown's Equity Values:

Prioritizing Equity: Commitment to prioritizing equity and addressing racial disparities on all responses and as we consider and work toward recovery from COVID-19.

Addressing Health and Economic Impacts: Address underlying systemic causes of health and wealth inequalities exacerbated by COVID-19 and disproportionately impacting Oregon's historically and currently underserved and under-resourced communities.

Ensuring an Inclusive and Welcoming Oregon: Commitment for Oregon to be an inclusive and welcoming state for all regardless of race, ethnicity, culture, color, disability, gender, gender identity, marital status, national origin, age, religion, sexual orientation, socio-economic status, veteran status, and immigration status.

Racial Equity, Underserved, and Rural Communities

Racial equity means closing the gaps so that race can no longer predict one's success, which simultaneously improves outcomes for all. To achieve racial equity, we must transform our institutions and structures to create systems that provide the infrastructure for communities to thrive. This commitment requires a paradigm shift on our path to recovery through the intentional integration of racial equity in every decision.

For the purpose of the Equity Framework, the definition of our historically and currently underserved communities include Oregonians who are:

- Native Americans, members of Oregon's nine federally recognized tribes, American Indians, Alaska Natives;
- Black, Africans, African Americans;
- Latinx, Hispanic;
- Asian, Pacific Islanders;
- Immigrants, refugees, asylum seekers;
- Undocumented, DREAMers;
- Linguistically diverse;
- People with disabilities;
- LGBTQ+;
- Aging/older adults;
- Economically disadvantaged;
- Farmworkers, migrant workers; and
- Living in rural parts of the state.

We recognize that individuals often identify with multiple communities and are impacted by compounding systems of oppression, also known as intersectionality. Identity and experience impacts racial, health, and economic equity and should be considered in applying core elements that help us center equity in our planning and response efforts.

Living in rural communities can create additional challenges in accessing fundamental infrastructures such as education, health care, housing, broadband, and employment opportunities. As such, it is essential we consider the impacts of place and the systems of oppression on all rural communities. It is also critical that the state consults and collaborates directly with Tribal Governments to partner on solutions that may have tribal implications or interests via government-to-government relationships.

Core Elements Centering Equity

Engage and Protect Communities

Inclusive Communications:

- Language Access and Literacy - Ensure multilingual Oregonians have access to translated material in appropriate languages. Translate important information and guidance in a timely way. Information should be communicated in a way that is clear, and culturally and linguistically responsive to the intended community.
- Accessibility - Ensure people with disabilities have access to information in appropriate formats and in compliance with the Americans with Disabilities Act (ADA).
- Message in Appropriate Medium - Deliver information via culturally specific media outlets and culturally and linguistically responsive formats to reach all communities including social media, video, and radio.
- Trusted Messengers - Communicate with communities through trusted local stakeholders, community-based organizations, and leaders.
- Trauma-informed Communications - Recognize traumas people experience due to marginalization, inequity, and other structural factors. Avoid language and messages that exacerbate these inequities.
- Involve Communities in the Development of Communications - Collaborate with community members to develop messages and communications products that resonate with and are accessible to intended communities.

Community-Informed Policy and Partnerships

Engage and center diverse community stakeholders and local leaders across the state to be an essential part of the data-informed decision-making process. Build on and collaborate with the trusted network of community-based organizational partners to lead in policymaking and ensure that we proactively address policy gaps.

Safety for Our Communities

Ensure the safety of all Oregonians by taking active measures against discrimination, racism, xenophobia, stigmatization, violence, and hate crimes; protect civil rights for all Oregonians.



Collect Data and Promote an Inclusive Workforce

Disaggregated Data-Collection and Transparency

Collect, analyze, and report granular data to inform regional mitigation measures, culturally and linguistically responsive communications, and to target resources for the most impacted communities across the state. Sources of data include community narratives, meaning qualitative data, to provide whole context to quantitative data.

Workforce Diversity and Inclusive Workplace

Promote public service through the recruitment, hiring, and retention of diverse staff and commit to retaining staff of color. Create leadership pipeline opportunities and ensure every level of state government workforce reflects the changing population of Oregon. Ensure a safe, inclusive, and accessible working environment for all.

Build Economic Resiliency

Community Resilience Investments

Target investments to historically and currently marginalized populations and/or organizations deeply rooted and reflective of the communities they serve to improve economic welfare in under-resourced communities. Consider representation of organizations across the state, including those historically and currently under-resourced. Ensure data-informed decisions and resources are dedicated to mitigate the disproportionate impacts experienced in communities.

Contract Equity

Provide economic opportunities for all Oregon businesses, and in particular minority-owned, women-owned, service-disabled veteran-owned, and emerging small businesses through equity practices in state purchasing to promote recovery and community economic development.



Guiding Questions

Below are guiding questions to apply equity in all development and implementation of State of Oregon's COVID-19 response and recovery efforts:

1. How do we ensure our communications and messaging are getting to all Oregonians? Who are the communities being left behind and how do we connect with those communities? What processes are in place for:

- Translating and interpreting agency communications?
- Ensuring that ADA requirements are met or exceeded?
- Communicating with people who may be unable to read, lack access to the Internet, and/or need information through alternate media?
- Working with trusted messengers and local leaders to communicate with communities?
- Seeking early input to inform the development of communications materials?

2. Are we collecting, reviewing, and analyzing demographic data to inform mitigation measures, communication strategies, and targeted investments? How are these data being woven into decision making?

3. How are we ensuring we have representation of voices across race, ethnicity, culture, color, tribal membership, disability, gender, gender identity, marital status, national origin, age, religion, sexual orientation, socio-economic status, veteran status, and immigration status? And geographically?

4. What are the ways we engage agency equity leaders and communities in decision making currently? Whose voices and perspectives are not at the table? Why? What can we do to ensure they are part of our decision-making process?



5. What are the barriers that keep communities from participating in decision making? How are we ensuring that we provide access to and address the needs of:

- Language?
- Technology?
- Physical accessibility?
- Adequate support and preparation?
- Financial support?

6. How are we ensuring that forms of response/relief/benefit/resource/budget allocation are:

- Going directly to the communities who need it?
- Accessible regardless of disability or status?
- Accessible regardless of language?
- Compliant with the ADA requirements?
- Accessible regardless of access to technology?
- Supporting, consulting, and/or partnering with tribes?
- Accessible regardless of geographic location including rural Oregonians?
- Being prioritized for communities already living on the margins (e.g., older adults, gender, ethnic, and racial minorities, immigration status, socio-economic status)?

7. Are we using strategies that are culturally specific and responsive to address the distinct needs of Oregonians? If not, what resources or community partners can we consult with to develop culturally specific and responsive strategies?
8. Are our programs and services providing reasonable accommodations in compliance with the ADA to Oregonians? If not, what resources or partners can we consult with to develop strategies to better support people with disabilities?
9. What measurable outcomes are most important to our historically and currently underserved communities? How will impacts be documented and evaluated? How will our communities participate in the evaluation process? Are we achieving the anticipated outcomes? Are we having measurable impact in the communities?
10. How are we consistently communicating our efforts with our communities and demonstrating our results? How do we collect and respond to feedback? How do we use these results to continually reevaluate and improve our efforts? How are we ensuring these partnerships do not exploit the communities we seek to engage?
11. How will we operationalize equity and create accountability systems? How will we ensure adequate capacity to implement strategies as outlined?

State of Oregon's Definition of Diversity, Equity, Inclusion

Diversity is the appreciation and prioritization of different backgrounds, identities, and experiences collectively and as individuals. It emphasizes the need for representation of communities that are systemically underrepresented and under-resourced. These differences are strengths that maximize the state's competitive advantage through innovation, effectiveness, and adaptability.

Equity acknowledges that not all people, or all communities, are starting from the same place due to historic and current systems of oppression. Equity is the effort to provide different levels of support based on an individual's or group's needs in order to achieve fairness in outcomes. Equity actionably empowers communities most impacted by systemic oppression and requires the redistribution of resources, power, and opportunity to those communities.

Inclusion is a state of belonging when persons of different backgrounds, experiences, and identities are valued, integrated, and welcomed equitably as decision makers, collaborators, and colleagues. Ultimately, inclusion is the environment that organizations create to allow these differences to thrive.

Appendices

Appendix I: State of Oregon COVID-19 Response

Governor Kate Brown and Oregon state agencies have taken significant actions to support and protect our most vulnerable and underserved communities in response and recovery. These efforts include language accessibility; culturally specific and responsive services, guidance and policies; community engagement; and proactive outreach to all communities across Oregon. Below is an exemplary list highlighting Oregon's COVID-19 response.

Governor Kate Brown's Building a Safe and Strong Oregon Website

A multilingual page including Executive Orders, state agencies' COVID-19 updates, Reopening Oregon framework and guidance.

<https://coronavirus.oregon.gov>

Oregon Health Authority COVID-19 Updates

Daily updates on COVID-19, guidance, and resources.

<https://govstatus.egov.com/OR-OHA-COVID-19>

[Actions for an Equity-Centered Response to COVID-19](#)

Resources and FAQs for Immigrants and Refugees

A section for immigrant and refugee communities with a list of resources and FAQs, public charge information to address top concerns, available in 11 different languages.

<https://govstatus.egov.com/or-covid-19>

Stay Home, Save Lives Materials

In the effort to slow the spread of COVID-19, we are asking Oregonians around the state to share information on how to stay safe and save lives. Materials are available to download and share, unaltered, in any medium for any noncommercial use. They are available in multiple languages.

<https://govstatus.egov.com/or-stay-home-save-lives>

COVID-19 Outreach and Education Campaign

Safe + Strong is a statewide effort to reach communities most impacted by health disparities with culturally relevant, linguistically responsive resources.

<https://www.safestrongoregon.org/>

Small Business Resources Navigator

To help connect small businesses to financial support and information they need to stay in business through the COVID-19 crisis.

<https://www.oregon4biz.com/>



Appendix II: Other COVID-19 Resources

List of resources from national and local organizations:

State of Oregon ADA toolkit

www.oregon.gov/das/HR/Pages/ADA.aspx

U.S. Equal Employment Opportunity Commission: What You Should Know About COVID-19 and the ADA, the Rehabilitation Act and other EEO Laws

www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws

U.S. Department of Justice: A Guide to Disability Rights Laws

www.ada.gov/cguide.htm

U.S. Department of Justice: ADA Update: A Primer for State and Local Government

www.ada.gov/regs2010/titleII_2010/title_ii_primer.html

List of COVID-19 Resources compiled by Oregon DHS - Office of Equity and Multicultural Services

www.oregon.gov/DHS/ABOUTDHS/OEMS/Pages/covid-19-resources.aspx

Government Alliance on Racial Equity (GARE)

[COVID-19 Racial Equity Rapid Response: Guidebook for Government](#)

Robert Wood Johnson Foundation

[Health Equity Principles for State and Local leaders in Responding to Reopening and Recovering from COVID-19](#)

JVION

[COVID Community Vulnerability Map](#)

Migration Policy Institute

www.migrationpolicy.org/

National Equity Atlas

<https://nationalequityatlas.org/>

National League of Cities

<https://covid19.nlc.org/>

Race Forward

<https://www.raceforward.org/>

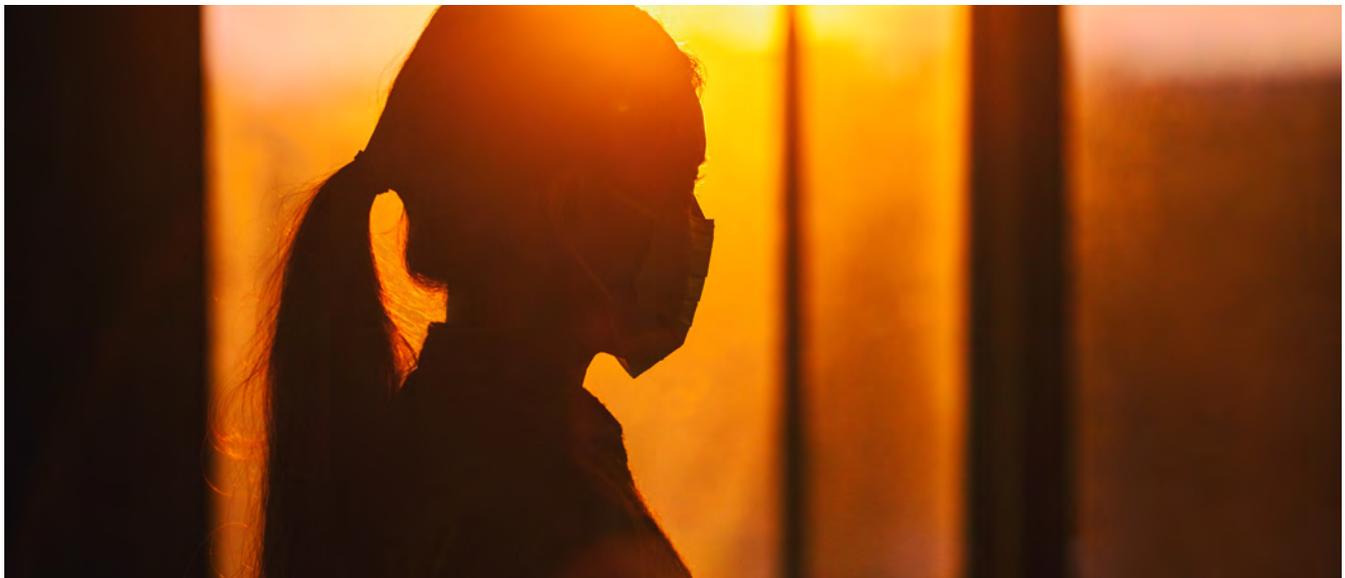
PolicyLink

[COVID-19 & Race](#)

[Advancing Frontline Employees of Color](#)

Job Accommodation Network: Accommodation and Compliance: Coronavirus Disease 2019 (COVID-19)

<https://askjan.org/topics/COVID-19.cfm>



Governor Kate Brown

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