



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.



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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	Partnerships	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?