

DIVERSITY AND INCLUSION GUIDELINES AND FAIRNESS AND EQUITY (F&E)

The purpose of this document is to provide guidance for ensuring Diversity and Inclusion in curriculum development, training delivery, coaching, conference workshops, and all work force development services provided by CWDS staff and contractors. The information provided seeks to ensure diversity is covered throughout the training and workforce development processes as a whole by improving accessibility, welcoming diverse genres, embracing emergent fields and research, and radiating inclusiveness to all races, gender and gender identities, physical abilities, ages, nationalities, etc. By adopting these guidelines below we exemplify and embrace diversity and inclusion, increase interest and knowledge around the topic, and become an overall stronger and more effective workforce development program.

Examples of Widely Used Ground Rules (aka Group Agreements)

Ground rules or Agreements should be developed and adapted for every unique context. Appropriate ground rules may depend on a variety of factors including but not limited to age, region, education level, and other contextual factors. The following list of common ground rules utilized in equity, diversity, and social justice related classes and workshops may serve as a starting point for your process of creating a similar list suitable to your unique training, curriculum, presentation, etc.

1. Practice active listening and respect others when they are talking.
2. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
3. Respectfully challenge one another by asking questions and refrain from personal attacks. Focus in on ideas presented.
4. Participate to the fullest of your ability; growth depends on the inclusion of every individual voice.
5. Avoid invalidating somebody else's story with your own spin or thoughts on their experience, instead share your own story and experience.
6. The goal is not to always agree, it is to gain a deeper understanding.
7. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.

Curriculum Development

Participants from diverse backgrounds and perspectives will attend the variety of training events provided by CWDS. The diversity that the participants bring to these events are viewed as a resource, strength and benefit. Curriculum materials including language, photos, videos, and activities should honor diversity in all forms; race, culture, ethnicity, gender identity, sexuality, disability, age, socioeconomic status, nationality, religion, learning style, etc. Curriculum should include research and information from a diversity of perspectives in relation to the identified topic. The identified evaluation process or component should also consider the diversity of the participants. When submitting a course description or RFP for training event, conference workshop, etc. Contractors should provide detailed information regarding how diversity and inclusion will be covered throughout the course or presentation.

Coaching

When providing coaching services for CWDS the use of strength based, cultural sensitive, and inclusive language is expected. Research suggests that working with diverse groups of people encourages us to push the normal boundaries and think outside of typical limitations, inspiring team members to embrace creativity and innovation. Coaching focuses on the learner(s) and therefore serves an opportunity to explore biases, develop a broader lens, and practice cultural humility Coaching has been found to be an effective strategy to achieve a change in behavior and practice.

Speakers/Panelists

In events that may utilize speakers or individual panelist organizers are encouraged to identify experts and who are diverse with respect to genre, discipline, gender identity, race, age, sexual orientation and ethnicity for balanced ideas and to honor diversity and inclusion in each event.

Panels

Proposed panels, especially those addressing topics related to diversity and inclusion should be well thought-out and receive input from program staff, community, stakeholders, or committees involved in the development of the event. The goal of this process is to ensure that the panel is successful by providing guidance and leadership to assure the panel members are familiar with the audience and the overall goals of the event. Panels that focus on diversity and inclusion should be moderated by someone who is skilled highly in facilitating.

FAIRNESS AND EQUITY (F&E) GUIDELINES

Fairness and equity refers to:

- 1) Knowledge and coverage of the disproportional representation of children of color in the child welfare system, and
- 2) Acknowledgement/coverage/discussion, sensitivity to and respect for the diversity in our society as related to ethnicity, race, class, culture, lifestyle, language, gender, sexual orientation, physical and cognitive abilities, and social economic status (i.e. poverty).

Note: Culture does not merely refer to ethnicity or race. It refers to a complex system of values, beliefs, and attitudes that include, but are not limited to: art and artifacts, spiritual or religious systems, and standards of behavior that regulate life within a particular group of people.

To ensure F&E is addressed in your delivery:

1. Discuss issues of the disproportional representation of children of color in the child welfare system (ex: African American, Native Americans,)
2. Address cultural issues and issues of diversity in your content delivery
3. Promote and facilitate discussions around cultural humility, cultural sensitivity, and cultural responsiveness.
4. Demonstrate cultural awareness, responsiveness, sensitivity, humility and confidence in response to the diversity present in any delivery facilitated on behalf CWDS.

