State of Oregon
Diversity, Equity, and Inclusion Action Plan

A Roadmap to Racial Equity and Belonging

LAND RECOGNITION

We would like to acknowledge the many tribes and bands who call Oregon their ancestral territory, including: Burns Paiute, Confederated Tribes of Coos, Lower Umpqua and Siuslaw, Confederated Tribes of Cow Creek Lower Band of Umpqua, Confederated Tribes of Grand Ronde, Confederated Tribes of Siletz Indians, Confederated Tribes of Warm Springs, Confederated Tribes of Umatilla Indian Reservation, Coquille Tribe, and Klamath Tribes; and honor the ongoing relationship between the land, plants, animals, and people indigenous to this place we now call Oregon. We recognize the continued sovereignty of the nine federally recognized tribes who have ties to this place and thank them for continuing to teach us how we might all be here together.

Reflect on the intention and purpose of the use of land recognition or acknowledgements within your agency.

Legislative Commission on Indian Services, Oregon Department of Transportation, and partners are working to provide further guidance on land acknowledgement. For additional information, visit OSU Land Acknowledgement *and* OSU DEI Land Acknowledgement*.*

A Message From Governor Kate Brown

To all state employees,

Thank you for your tireless commitment and dedicated service. I am proud of how we are responding to these challenging times when Oregonians are relying on us.

Every state employee has a higher calling to public service, and now is the exact time to reevaluate and reexamine how to serve everyone in the state to the very best of our abilities.

Over the past year, our most vital needs – health, safety, education, housing, and economic security – have been challenged to the core. Because of systemic racism, racial disparities impact every part of our culture and economy, and the effects of our current struggles are more severe for communities of color and Tribal communities. As Oregon continues to recover from the historic year of a global pandemic, worst-in-a-century wildfires, unprecedented ice storms, and racial reckoning across our nation, we must put racial equity at the forefront of all of our recovery efforts and strategies. Racism is insidious, and racist policies and practices have undergirded the nature of our economy. Getting at these deep roots requires specific attention to ensure we are being proactive to embed anti-racism in all that we do and to minimize the negative, disproportionate outcomes experienced by communities of color.

There is a wide spectrum of understanding about what anti-racism really is. We, as state employees, must do the work of unlearning our internal bias and actively changing the way institutions work. That means acknowledging the history, the root cause, learning, growing, and making a concerted effort to upset and uproot racism wherever it exists.

As state employees, counteracting racial injustice is our job. The fight for racial justice is a collective effort that will take more work than what we say or put on display. So, let's continue to focus on concrete actions.

Oregon is evolving, out of necessity and out of hope. Our policies and practices are changing as we do more listening and decision-making with communities who have been most harmed.

There is much more that has happened, and much more coming up. We will continue to take meaningful steps to incorporate anti-racism into state government structures, policies, budget processes, and workforce recruitment and development.

You are a critical part of how anti-racism work will come to life in state government. Your skills and expertise are needed in the conversation in order to effectively change the status quo. This is your invitation to consider new approaches to the decisions and tasks for which you are responsible. This plan seeks to provide you with the racial equity roadmap and diversity, equity, and inclusion strategies to incorporate across all aspects of state government. Take a breath and reflect on what actions you can take to advance equity and racial justice to benefit the whole state. You are not alone in this effort — we are doing this together.

I value your perspectives very much and I know we can all do more to create the circumstances for racial justice as part of a safer, stronger, and more equitable Oregon.

Sincerely,

Kate Brown

Governor Kate Brown

ACKNOWLEDGEMENTS

Contents

Introduction

Changing Demographics in Oregon

Over the past decade, Oregon has become increasingly diverse. In fact, one in three children under the age of 18 is a person of color.[1] The 2019 Census estimates found that people of color make up just 10% of Oregonians 65 or older. But they are 37% of those under the age of 15. Oregon's largest population of color is the 13.3% of people who describe themselves as Latino/a/x or Hispanic. When compared to the state's total population, Oregon's Native American population is ranked as 10th in the U.S. and tops the national average.[2] Oregon's Asian and Pacific Islander population is the fastest growing population and has grown significantly from 2.4% in 1990 to 7% in the 2019 Census estimates. The Black population rose from 1.6% in 1990 to 3% in the 2019 Census estimates. Oregon is also diverse in terms of gender, sexual orientation, and disability status.[3]

Population Growth by race and ethnicty, Oregon
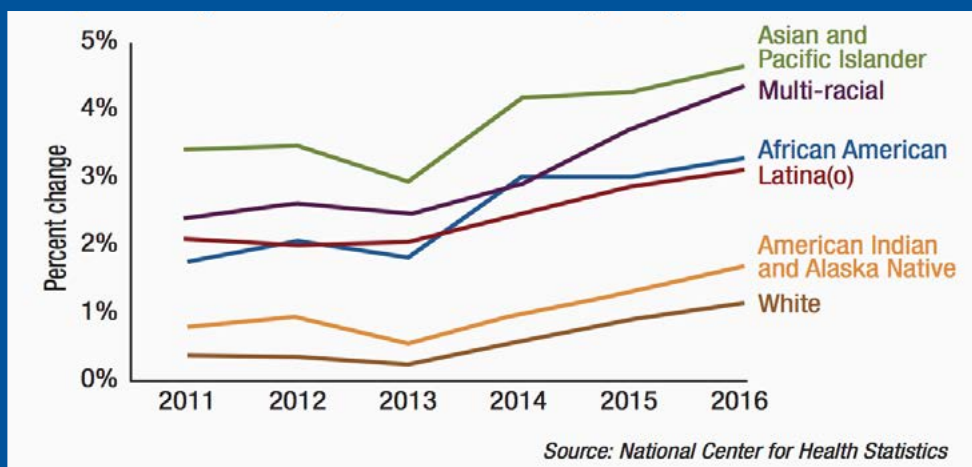
Figure 1: Oregon's State Health Assessment | Oregon's Population, OHA, 2020

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1   https://www.oregon.gov/oha/PH/ABOUT/Documents/sha/sha-oregons-population.pdf
2   https://worldpopulationreview.com/states/oregon-population
3   https://www.oregon.gov/oha/PH/ABOUT/Documents/sha/sha-oregons-population.pdf

Population Percentages by Race/Ethnicity 2000-2019

HISPANIC OR LATINO AND RACE[4]	2000 Census	2010 Census	2019 ACS* Estimate
Hispanic or Latino (of any race)	8.0%	11.7%	13.4%
Not Hispanic or Latino	92.0%	88.3%	86.6%
White alone	83.5%	78.5%	74.9%
Black or African American alone	1.6%	1.7%	1.8%
American Indian and Alaska Native alone	1.2%	1.1%	1.0%
Asian alone	2.9%	3.6%	4.5%
Native Hawaiian and Other Pacific Islander alone	0.2%	0.3%	0.3%
Some other race alone	0.1%	0.1%	0.1%
Two or more races	2.4%	2.9%	3.9%

*American Community Survey[5]

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4   The Governor's Office acknowledges that the lack of identification for Arab/Middle Eastern/North African people in the Census requires conversation.

5   Data Analysis by Portland State University Population Research Center. Source: U.S. Census Bureau, 2000 and 2010 Censuses, 2019 American Community Survey one-year estimates, Table DP05.

For far too long, the longstanding systemic barriers built into government systems have left communities of color behind in accessing the programs and services that would offset the effects of history. Disparities in health, economics, education, and the criminal justice system are stark amongst communities of color compared to their white counterparts. Racial inequities exist across all community indicators of success. These inequities have been generated by bias and discrimination embedded in policies and practices, which have, and continue to unfairly criminalize people of color and block them from accessing opportunities.

Across the U.S., there is an uneven focus between rural communities versus more urban areas. Narratives vary and the reality is of course more complex than any single narrative. Some believe that major city centers drain resources from other parts of the state, or that rural parts of the country represent the "real" or "true" identity of the U.S. Some say that urban areas are thriving and rural areas are not, and that people in each place have completely opposing views of the world. Each of these narratives not only furthers a rural-urban divide, but also has real and immediate consequences by obscuring possibilities that exist in policy and solutions that we can address in state government.[6]

Crucially, there is a racial subtext to these narratives, one that perpetuates stereotypes and misunderstandings about race, class, education, culture, and more. For example, as part of this narrative, there is a notion that rural only means white, when in fact, there are rural counties with highly diverse populations such as Malheur, Morrow, Umatilla, and others. While there are very real differences when it comes to demographics, economics, access to services, and other parts of life throughout Oregon, we are one state. Our shared prosperity is determined by how well every community and every resident does. Dividing our state in a stark binary of rural versus urban precludes us from recognizing policy solutions that could benefit all of us, including rural Oregonians of color. It leaves affected people out of the conversation and lessens the depths of their experiences being acknowledged or accounted for. This can further racial tensions by perpetuating myths and stereotypes.

As Oregon's demographics shift over time, governmental policies and practices have both a historic and current role in alleviating racial and other inequities. Examples of racist policies can be obvious (explicit) or less obvious (implicit) yet just as intentional and harmful, and we need to be aware and vigilant in order to adjust for both:

6   https://www.brookings.edu/blog/the-avenue/2020/12/08/the-rural-urban-divide-furthers-myths-about-race-and-poverty-concealing-effective-policy-solutions/
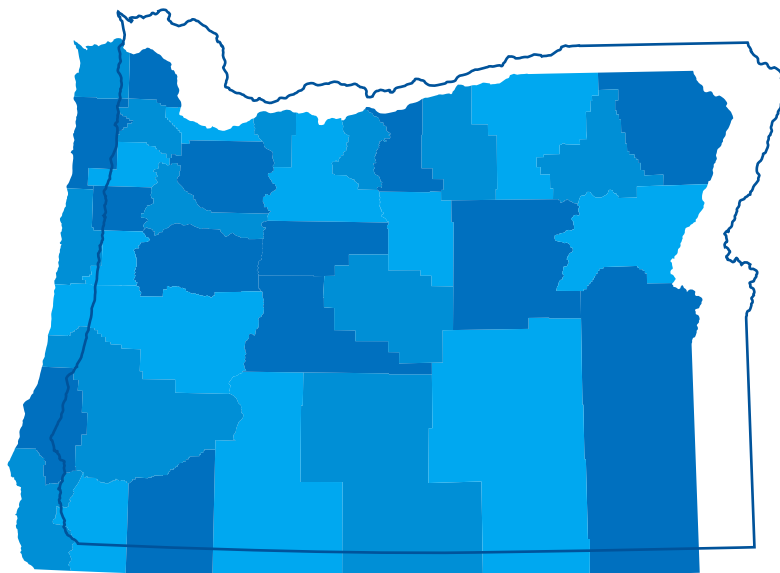
Explicit Example: Internment of Japanese Americans during World War II

The U.S. government issued executive order 9066 which established Japanese internment camps and incarcerated people of Japanese descent in isolated camps from 1942 to 1945. The policy came about as a reaction to the bombing of Pearl Harbor and continued during World War II. Japanese Americans from Oregon were forced to give up everything and relocate to three internment camps in bordering states including Minidoka Camp in Idaho, Tule Lake Relocation Center in California, and Heart Mountain Facility in Wyoming.[7] Since then, the Japanese internment camps have been recognized as a morally reprehensible and violent abuse of American civil rights. During this period, Oregon played an active role in rounding up Japanese descendants, forcibly relocating them to detention camps, and creating a curfew law imposed on Japanese Americans. The law was found to be unconstitutional under Minori Yasui VS. United States 320 U.S. 115 (1943.)

Implicit Example: Measure 11 Mandatory Sentencing

Here in Oregon, voters passed Measure 11 in 1994 and reaffirmed it in 2000. Measure 11 is a suite of voter-approved mandatory-minimum sentences for crimes like robbery, rape, murder, and assault without possibilities of reduction for good behavior. It is responsible for more than half of the people who are in prison in Oregon. According to a 2011 report by the Campaign for Youth Justice (CFYJ), "Measure 11 has had significant costs for all Oregonians, but it has different impacts on communities of color."[8] For example, Black youth are three times as likely as white youth to face a Measure 11 indictment, with Latino and Native American youth also disproportionately affected. More broadly, disproportionate policing of communities of color causes disproportionate rates of people of color to be convicted under Measure 11.

Sometimes well-intended policies, when put into practice, result in severe impacts against people who are thought of as different because of their race, sex, gender identity, nationality, disability, or other parts of their identity. It is well known that in our schools, youth of color are disciplined more often and with more extreme "zero tolerance" consequences than white students. However, disability is also a major factor in discipline rates. While suspension and expulsion rates for students with disabilities have dropped over the years, students with disabilities are still two times more likely to be suspended or expelled than their classmates.[9]

Government and policymakers have played a key role in perpetuating racial disparities, and so government and policy must be part of the solution — immediately. Advancing racial equity is a high priority that needs to be fully embedded into Oregon's very governing structures so that the institutions cannot operate without it. It is the responsibility of the whole state government to examine innovative measures to create a more equitable Oregon for all.

7   https://sos.oregon.gov/archives/exhibits/ww2/Pages/threats-paradise.aspx
8   https://www.njjn.org/uploads/digital-library/Misguided_Measures_July_2011.pdf
9   https://www.disabilityscoop.com/2018/02/28/report-disciplined-twice/24783

Racial Equity at the Forefront

The United States has a long legacy of racial prejudice and animus; Oregon shares that reality. Oregon was granted statehood, making it the nation's 33rd state, on February 14, 1859. And while an opposition to slavery was written in our state's constitution, it was also written that:

> *"No free negro or mulatto, not residing in this State at the time of the adoption of this constitution, shall ever come, reside, or be within this State, or hold any real estate, or make any contract, or maintain any suit therein; and the Legislative Assembly shall provide by penal laws for the removal by public officers of all such free negroes and mulattoes, and for their effectual exclusion from the State, and for the punishment of persons who shall bring them into the State, or employ or harbor them therein."*

Oregon Constitution Section 35 of Article I, 1857

Oregon was the only "free" state admitted to the Union with a Black exclusion law within its constitution. That means Oregon was never a "free state" based on a rejection of slavery. Oregon was a "free state" that wanted to prevent Black people from living in the state at all. There's a big difference. While the clause was repealed in 1926, it set the tone for how non-white Oregonians were and are treated, under the law, in policy making, and within social constraints. This is what systemic racism looks like. The past cannot be rewritten, but we can and must do the work to create systemic changes for the future.

In addition to race, other areas of identity-based inequities, such as class and gender, are inextricably linked. While intrinsically interrelated, both research and lived experiences show that racial inequity persists beyond socio-economic factors.[10] This plan focuses on race, not to deemphasize these connections, but as a starting point that needs urgent care and attention. Silence and inaction create the circumstances for bigotry and hatred to gain ground. Our state cannot thrive without addressing past harm and this pressing issue.

As Oregon changes demographically, state agencies must formulate new approaches to ensure all residents can live and thrive in our state, across their identities. We intentionally place racial equity at the forefront in this plan to counterbalance racist policies and practices that should be dismantled. That's why this plan:

- Urgently addresses the most persistent disparities while shifting to a more permanent framework to benefit all Oregonians.

- Recognizes that there are other types of marginalization by gender, sexuality, age, disability status, immigration status, among other identities.

- Emphasizes that targeted strategies are necessary to eliminate racial disparities and other identity-based disparities.

- Centers racial equity that distinguishes between individual, interpersonal, institutional, and structural racism.

- Focuses on the institutional level where racism occurs. It is critical to address all areas of marginalization, while creating an institutional approach across the board.

- Acknowledges the history and current realities of inequities and how a DEI action plan can be applied to address other types of disparities that exist.

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10   https://www.opportunityagenda.org/explore/resources-publications/lessons-talking-about-race-racism-and-racial-justice

This DEI Action Plan defines our historically and currently underserved and under-resourced communities, including Oregonians who identify as:

- Native American, members of Oregon's nine federally recognized tribes, American Indian, Alaska Natives
- Black, African, African American
- Latina, Latino, Latinx, Hispanic
- Asian
- Pacific Islander (including Compact of Free Association Citizens)
- Immigrants, Refugees, Asylum-Seekers, Deferred Status Holders, Temporary Protected Status
- Undocumented, Deferred Action for Childhood Arrivals (DACA), "Dreamers," Non-Immigrant Visa Holders
- Linguistically diverse, English language learners (ELL)
- Economically Disadvantaged
- People with disabilities
- LGBTQIA2S+
- Farmworkers, Migrant Seasonal Workers

We recognize that individuals often identify with multiple communities and are impacted by compounding systems of oppression, also known as intersectionality.[11] Identity and experience impacts racial, health, and economic equity and should be considered in applying Oregon's DEI Action Plan to help us center racial equity.

Targeted Universalism

Scholars and practitioners have been employing the phrase, "targeted universalism," to successfully break through the binary of universal responses versus targeted solutions in these attempts to remedy the effects of inequity. Universal responses and statements are a way of signaling the desire for a diverse and equitable society, but can strike people, especially people who have been oppressed for generations, as being too grand and ambitious without any direct way of helping those who are still being harmed. Targeted policies are more direct and localized, but they often seek to meet the needs of a particular group, so can be viewed from a zero-sum perspective, causing hostility and resentment. This plan, however, recommends applying the concept of "targeted universalism," by "setting *universal goals* pursued by *targeted processes* to achieve those goals." Specific solutions of all scales are built into a goal-oriented framework to equitably benefit all groups concerned.[12]

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11 Crenshaw, K. Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics, University of Chicago Legal Forum, Volume 1989, Issue I.

12 https://belonging.berkeley.edu/targeteduniversalism

Four Levels of Racism

To understand and operationalize the DEI Action Plan in state government, it is critical to develop a shared understanding and language of the different levels of racism rooted in our society. Many of us have been socialized to believe that we should not talk about race or acknowledge it, favoring a "color-blind" society instead. However, that is not the reality we live in and ignoring race and its effects inherently erases or invisibilizes people's experiences and identities. As noted throughout this plan, our society is unfortunately structured by race. Our path towards healing and reconciliation requires that we talk about it. The added discomfort and anxiety individuals experience around discussing issues of race lies in the assumption that we are referring to individual or interpersonal racism, which can make people feel like they are being personally blamed. That is not the intention of this work. This is a systems-level issue which requires systems-level redress, and we all have a role in advancing this work.

To usher in change, we must acknowledge the deeper levels of institutional and structural racism that exist within the government system and move beyond the distress and anxiety of talking about race and progress toward productive discourse which will lead us to a racially just and equitable Oregon.

As public servants of Oregon state government, we have the moral obligation to dismantle institutional and structural racism. Though incredibly important to each of us and to the society we live in, the individual and interpersonal components of racism are not the focus of this plan. Instead, this plan focuses on institutional and structural racism that we can work on together.

What these terms mean:[13]

Individual Racism: This type of racism, often unknowingly, rests within individuals and comprises our private beliefs and biases about race and racism. Such ideas are influenced and shaped by the larger culture that surrounds us all and can take many different forms including: prejudice towards others of a different race; internalized racism — the negative beliefs about oneself by people of color; or internalized privilege — beliefs about superiority or entitlement, often by white people, but can occur in any community.

Interpersonal Racism: This is the form of racism that people most often think of – a set of intentionally harmful, extremist actions, and behaviors executed by specific persons against other individual people. This is the bias that occurs when individuals interact with others and their personal racial beliefs, myths, stereotypes, and assumptions affect their public interactions.

Institutional Racism: As the name suggests, this form of racism occurs within institutions and reinforces systems of power. It is often more difficult to name or witness because it is more deeply embedded in practices and policies, often presenting as a norm. Institutional racism refers to the discriminatory policies and practices of particular institutions (government, schools, workplaces, etc.) that routinely cause racially inequitable outcomes for people of color and advantages for white people. Individuals within institutions take on the power of the institution when they reinforce racial inequities. Further, institutional racism causes severe racial trauma with mental and emotional impacts that often escape those who are not experiencing this trauma.

Structural Racism: Distinct but related to institutional racism, structural racism refers to how racial biases among institutions work together — intentionally or not — to disenfranchise people of color and create unequal outcomes. This involves the cumulative and compounding effects of an array of societal factors, including the history, culture, ideology, and interactions of institutions and policies that systematically privilege white people and disadvantage people of color. The effects of structural racism are hard to pinpoint because they are cumulative, subtle, and pervasive.

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13   Adopted from Race Forward Model:
      https://www.raceforward.org/sites/default/files/Race%20Reporting%20Guide%20by%20Race%20Forward_V1.1.pdf

State of Oregon's Definitions for Racial Equity, Diversity, Equity, and Inclusion

Racial Equity means closing the gaps so that race can no longer predict any person'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 equally. This commitment requires a paradigm shift on our path to recovery through the intentional integration of racial equity in every decision.[14]

Diversity means honoring and including people of different backgrounds, identities, and experiences collectively and as individuals. It emphasizes the need for sharing power and increasing 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.

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14   https://www.raceforward.org/about/what-is-racial-equity

Racial Equity Vision

Within this context of historical harms, changing demographics, intersectional identities, and more; our vision for the next five years and beyond is to:

- **Dismantle** institutional and structural racism in Oregon state government, and by doing so, have resounding impacts on the communities of our great state.

- **Build** a more equitable Oregon where everyone has the opportunity to thrive and everyone's voice is heard.

- **Ensure** an inclusive and welcoming Oregon for all by celebrating our collective diversity of race, ethnicity, culture, color, disability, gender, gender identity, marital status, national origin, age, religion, sex, sexual orientation, socio-economic status, veteran status, and immigration status.

Racial Equity Values

- **Putting racial equity at the forefront while understanding intersectionality.** We must be bold and put racial equity at the forefront as a primary and pervasive location of oppression that connects with and worsens other identity-based inequities.

- **Prioritize equity, anti-racism, and racial justice actions.** Commitment to prioritizing equity and eliminating racial disparities involves taking action in our policies, budgets, decision-making, and daily work.

- **Foster internal and external partnerships.** Across the state enterprise and other institutions, community-based organizations are crucial to achieving racial equity. True partnership means shared power, listening, resolving tensions by creating solutions together, and scaling up what already works well.

- **Ensure collective responsibility and accountability.** As public servants, we have a collective responsibility at every level of government to proactively reduce racial disparities and barriers. We must establish measurements of success so that we can ensure improvements are real and ongoing.

Racial Equity Goals

1. **Establish** strong leadership to eradicate racial and other forms of disparities in all aspects of state government.
2. **Center** equity in budgeting, planning, procurement, and policymaking.
3. **Strengthen** public involvement through transformational community engagement, access to information, and decision-making opportunities.
4. **Improve** equitable access to services, programs, and resources including education, health, housing, human services, environmental justice, criminal justice, and economic opportunities.
5. **Foster** an inclusive workplace culture and promote equitable hiring, retention, and promotion practices.

DEI Action Plan Objectives

Oregon is one of the first states in the United States to create a statewide DEI Action Plan to explicitly work on dismantling institutional and structural racism in state government.

The Governor and agency leadership across state government have pledged their commitment to prioritize equity in their work. In 2020, the Governor's Office of Diversity, Equity, and Inclusion (DEI) along with the Office of Cultural Change were charged to build a bold but executable DEI Action Plan with state agency partners. The plan is designed to guide the still early efforts of the state enterprise to dismantle racism and establish a shared understanding.

The objectives of the DEI Action Plan are as follows:[15]

- **Normalize** the concepts of racial justice in the state government enterprise – acknowledge history, prioritize and make urgent efforts to put racial equity at the forefront.

- **Organize** efforts and build organizational capacity across departments for connected, cohesive, and amplified impacts. Foster both internal and external partnerships.

- **Operationalize** and embed racial equity into every part of state government putting DEI strategies into practice.

- **Guide** and direct enterprise-level operationalizing of racial equity and DEI work.

- **Inspire** expansion of equity by sharing and collaborating to build on what is already happening.

Agency leaders across the state are already advancing diversity, equity, and inclusion initiatives. However, currently there is no cohesive strategy to bring together the fragmented efforts across state government. The DEI Action plan does not prescribe racial equity outcomes of each agency as it will vary between programs, services, infrastructure, planning. Rather, the DEI Action Plan is intended to complement agencies' existing equity initiatives and provide guidance to agencies just embarking on the journey, threading the collective equity initiatives across the state.

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15 Modified from Government Alliance on Race & Equity (GARE) Theory of Change for the Jurisdiction: https://www.racialequityalliance.org/wp-content/uploads/2016/11/GARE-Racial-Equity-Action-Plans.pdf

Roadmap: The Path to Implementing the Diversity, Equity, and Inclusion Action Plan

Racial Equity Goals

Establish
Establish strong leadership to eradicate racial and other forms of disparities in all aspects of state government.

Center
Center equity in budgeting, planning, procurement, and policymaking.

Strengthen
Strengthen public involvement through transformational community engagement, access to information, and decision-making opportunities.

Improve
Improve equitable access to services, programs, and resources including education, health, housing, human services, environmental justice, criminal justice, and economic opportunities.

Foster
Foster an inclusive workplace culture and promote equitable hiring, retention, and promotion practices.

DEI Action Plan Objectives

Normalize
Normalize the concepts of racial justice in the state government enterprise – acknowledge history, utilize a racial equity roadmap, familiarize by using concepts and tools that will support efforts to put racial equity at the forefront.

Organize
Organize efforts and build organizational capacity across departments for connected, cohesive, and amplified impacts. Foster both internal and external partnerships.

Operationalize
Operationalize and embed racial equity into every part of state government.

Guide
Guide and direct enterprise-level operationalizing of racial equity and DEI work.

Inspire
Inspire expansion of equity by sharing and collaborating to build on what is already happening.

Ten Strategies
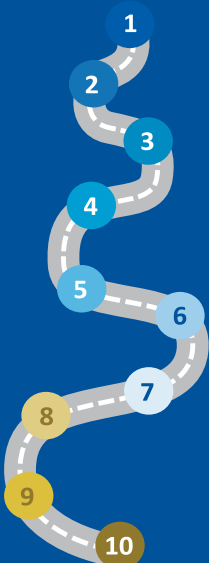
1. Develop Agency-specific Racial Equity Plans
2. Build State Diversity, Equity, and Inclusion Infrastructure
3. Foster Inclusive Communications
4. Strengthen Community Engagement
5. Utilize Disaggregated Data as a Lever for Change
6. Create Equitable Budget & Inclusive Budget Process; Invest in Target Communities
7. Advance Contract Equity and Improve State Procurement Processes
8. Build a More Diverse Workforce and Create an Inclusive Workplace
9. No Tolerance for Racism, Hate, and Discrimination
10. Operate with Urgency, Transparency, and Accountability

1 Know: Identify systemic and institutional barriers that hinder progress toward a more diverse and inclusive workforce.

2 Engage: Work within the agency, across the enterprise when applicable, and with communities to create meaningful, intentional, and inclusive processes for change to result.

3 Act: Develop and implement solutions to address barriers to improve policy, performance, and service delivery to all Oregonians.

4 Reflect: Share, connect, and collaborate to expand and scale up efforts.

Process and Approach:

State agencies will work collectively in ways that regularly include these process steps:[16]

1. **Know:** Identify systemic and institutional barriers that hinder progress toward a more diverse and inclusive workforce.

2. **Engage:** Work within the agency, across the enterprise when applicable, and with communities to create meaningful, intentional, and inclusive processes for change to result.

3. **Act:** Develop and implement solutions to address barriers to improve policy, performance, and service delivery to all Oregonians.

4. **Reflect:** Share, connect, and collaborate to expand and scale up efforts.

Putting equity values into practice requires changing the way state government operates. In 2020, Governor Brown established the Office of Cultural Change within the Department of Administrative Services to guide state agencies and lead enterprise-wide efforts to achieve racial equity and put the DEI Action Plan into practice. The Office of Cultural Change is designed to centralize and standardize equity practices enterprise-wide. This will help break down barriers to understanding each other's work and create an inclusive working environment so all state employees can thrive and feel they truly belong.

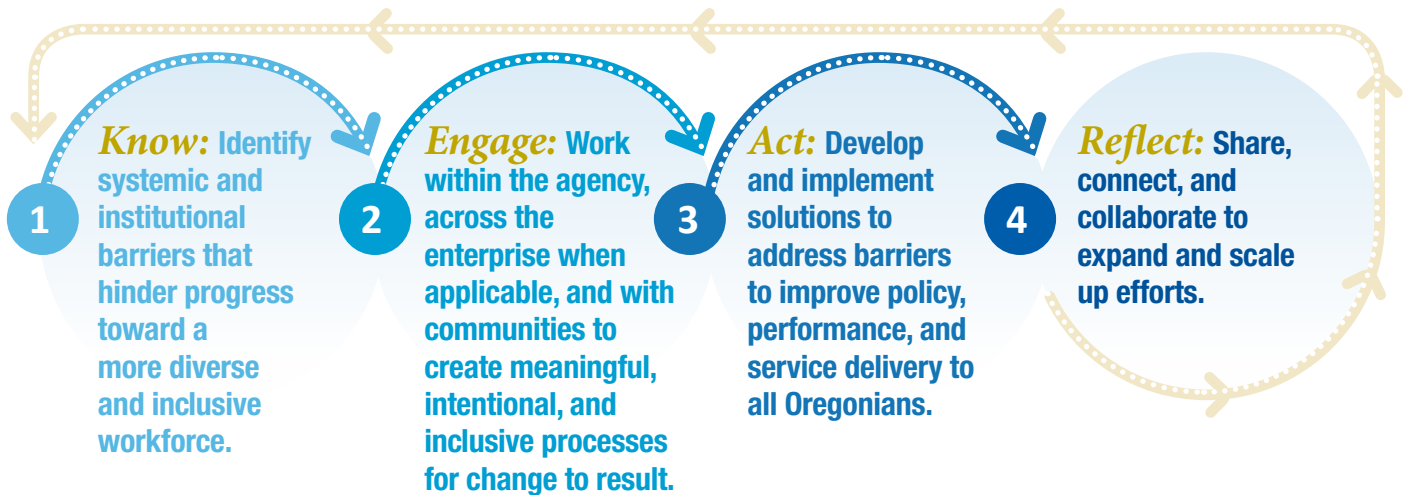Also in 2020, Governor Brown established the Racial Justice Council, with a charge to change how we as state government listen to, engage with, respond to, and support Black, Indigenous, Asian, Pacific Islander, Latino/a/x, Native American, and Tribal members in Oregon. The Racial Justice Council aims to use policy and budget to dismantle the structures of racism that have created grave disparities in virtually all of our social systems and structures, including: criminal justice, police accountability, housing and homelessness, human services, economic opportunity, health equity, environmental equity and education recovery.

With a commitment to racial justice, Governor Brown in early 2021 renamed the Office of Diversity, Equity, and Inclusion to the Office of Equity and Racial Justice.

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16   Modified from: https://www.nationalequityproject.org/framework/leading-for-equity-framework

Diversity, Equity, and Inclusion Action Plan

There is no one-size fits all approach across our state agencies, nor can we anticipate a linear process. The 10 strategy DEI Action Plan is provided to guide agencies through a journey for operationalizing their DEI initiatives. Some agencies have already implemented new strategies that are showing positive results, while others are just beginning to consider how they might initiate diversity, equity, and inclusion in their work. It makes sense that given different resources, histories, and compositions, each agency will be in a different phase. We will learn from those who have already explored initiatives, so inspiration and examples are offered later in this document. Keep in mind, some agencies may make hires before a plan is developed, and others may take on strategies concurrently. No matter where an agency is on the path, the goals below are designed to ground, jumpstart, and connect our work collectively.

Operationalizing the DEI Action Plan is a collaborative effort. Champions exist at both the enterprise and agency level and are required to work collectively toward advancing the strategies outlined below.

- **Enterprise Champions** - Provide the framework, context, and environment, and help to centralize the collective effort while holding agencies and agency champions accountable.

- **Agency Champions** - Agency directors and their executive leadership teams move agency racial equity plans, set goals and timelines, appoint necessary staff (given the reality that different agencies have different levels of resourcing to do this work), and are accountable to the enterprise level.

Strategy 1 – Agency-Specific Racial Equity Plans

Each agency is responsible for developing an agency-specific racial equity plan incorporating all the strategies of the DEI Action Plan in order to set goals and initial timelines. The process used to develop the plan often informs how successful its implementation will be, based on staff and community input and buy-in.

Actions:

- Affirm organizational commitment to racial equity, diversity, equity, and inclusion.

- Identify champions and early advocates within the agency who can help lead the planning.

- Assemble a team to lead the process, write, and distill, while we plan to engage with staff and communities served (also refer to Strategy 4, Community Engagement).

- Set a realistic timeline for completing the plan, creating milestones for meeting set outcome goals.

- Examine and apply the State of Oregon DEI Action Plan 10 strategies to the planning process.

- Create organizational-wide and data-informed 3- to 5-year racial equity plans and share with the Office of Cultural Change.

Strategy 2 – State Diversity, Equity, and Inclusion Infrastructure

State diversity, equity, and inclusion infrastructure is critical to the success of the implementation of DEI initiatives within the agency. The actions below can happen before, during, or after creating the racial equity plans in Strategy 1 depending on the agency's needs.

Actions:

- Dedicate staff capacity and resources to operationalize DEI initiatives to support the agency and manage these necessary tasks including but not limited to:
  - ☐ Create agency-wide racial equity plans.
  - ☐ Conduct baseline data analysis on existing data and agency assessment.
  - ☐ Create equity outcomes and goals.
  - ☐ Innovate service and program delivery to reduce disparities.
  - ☐ Evaluate and measure success.
  - ☐ Provide internal support, technical assistance, and training.
  - ☐ Provide strategic advice.

- Include and empower racial equity and DEI staff as part of the agency executive/leadership team to advise and influence budget, policies, and decisions.

- Build DEI organizational capacity (e.g. data, community engagement staff, agency DEI committees, affinity groups, employee resource groups).

Strategy 3 – Inclusive Communications

For maximum transparency and accountability, communicating our work needs to happen during major shifts and occurrences, and on a day-to-day basis. As we work towards equity, we will need to share the progress of our work in compelling, clear, accessible, and transparent ways.

Collaborative and coordinated messaging efforts are needed to create public narrative shifts around race, diversity, and equity. To bring people into the bigger vision, it can be helpful to paint a picture of the future that people can perceive themselves in. It is also worth thinking about how to diverge from what has been the dominant narrative, and how communications can reach people who have not been provided information sufficiently in the past.

Actions:

- Language access and literacy: Ensure multilingual Oregonians with limited English proficiency (LEP) and English language learners have access to translated material in appropriate languages. Translate important information and guidance in a timely way. Information should be communicated clearly, in ways that are culturally and linguistically responsive to the intended community.

- Shift focus from written to spoken word and other ways of sharing information: Language access also means not always relying on the written word to convey meaning, so consider video and audio recordings for communities who cannot read or write.

- Accessibility: Ensure people with disabilities have access to information in appropriate formats (e.g. closed captioning, sign language interpretation, and/or other accommodations) that at a minimum comply 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, violence, PTSD, 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.

- Align messaging with other agencies for mutually reinforcing vision and language about successes to set up the kind of repetition that is needed for people to feel the change happening and spread the word.

- Connect the dots: Most people think of racism as interpersonal rather than structural or institutional; we need to proactively illustrate how structural inequities, including structural racism, create inequitable contexts and outcomes.

- Language matters: We must be intentional in the words we use to identify, assist, and move the work.

Strategy 4 – Community Engagement

Oregonians are engaged when they are meaningfully included in discussions, decision-making, and implementation of the parts of government that affect their lives. In essence, community engagement means sharing power by proactively working with community stakeholders and building meaningful partnerships to inform decision-making. To some, community engagement feels like too slow of a process to be able to meet expectations in agency-level work. However, with this plan agency directors can set their own timeline to ensure that community engagement is a high priority. Community engagement ensures that their plans are relevant, needed, and build on existing solutions, ideas, and strengths that Oregon's diverse communities have to offer. Time and again, government agencies have learned that no plans or strategies can fully succeed without engaging impacted communities. There are many resources available on this topic, and here is just one comprehensive guide to which agencies can refer.

Actions:

- Strengthen proactive community engagement efforts and initiatives to foster trust 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.

- Ensure policymaking bodies such as boards and commissions represent the voices of communities of color, Tribal communities, and communities representing people with disabilities.

- Engage and empower community partners and communities of color to inform policy, resource allocation and budget decisions.

- Take down procurement and contracting barriers that prevent community-based organizations from collaborating with the state.

- Participate in enterprise-wide efforts to build infrastructure for statewide community engagement work.

- Collaborate across agencies internally and/or with other agencies to make state government community engagement processes more efficient and less of a burden on underserved communities.

Strategy 5 – Disaggregated Data as a Lever for Change

As we leverage qualitative and quantitative data, both drive questions and strengthen our efforts to take action. The role of data is to help identify needs and optimal conditions for access to services and opportunities for improvement.

Data is an entry point into a larger picture and set of actions. Trust building often must precede our efforts to collect, communicate, and use data. That's why it is so important to be in conversation with communities to interpret data, and not use data to interpret and define *people*, because data tells us about the systems we are working with. The system is the lever for change to create better opportunities by getting to the right interventions to create the optimal conditions for racial equity to occur.

The State of Oregon's Enterprise Information Services has created Oregon's Data Strategy, a comprehensive strategy establishing "a central vision to enable Oregon to better use, manage, and share its data to create information, knowledge, and insight."

For the actions below, we also recommend reviewing "How States Use Data to Inform Decisions."

Actions:

- Collect, analyze, and report granular data, with respect for the privacy and self-determination of Oregonians.

- Proactively engage community members in data collection and provide opportunities for feedback on new data initiatives.

- Recognize that administrative data are currently lacking in representation and visibility for all Oregonians and work to identify these limitations.

- Influence policy change to solve complex problems and improve service delivery.

- Apply policy to data use so that data collection and interpretation are done in trustworthy, effective, and inclusive ways.

- Use data to invite communities who may have different needs and priorities yet may be experiencing similar issues and/or strengths.

- Efficiently apply resources based on where data shows they are most needed and effective.

- Use administrative data to prepare annual reports to transparently show how funds are spent and their impact.[17]

- Use data to show compliance with performance measures set by the federal government, state Legislature, Governor, or an agency.[18]

- Use data for culturally and linguistically responsive communications, and to target resources for the most impacted communities across the state.

- Tap into different sources of data, including community narratives (meaning qualitative data), to provide context to quantitative data.

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17   https://www.pewtrusts.org/en/research-and-analysis/reports/2018/02/how-states-use-data-to-inform-decisions
18   https://www.pewtrusts.org/en/research-and-analysis/reports/2018/02/how-states-use-data-to-inform-decisions

Strategy 6 – Equitable Budget, Inclusive Budget Process, and Investing in Target Communities

As a state government, we must change our budget process based on the racial impact of our services and investments. It is important to acknowledge and address the racial roots of inequity that currently exist whenever making revenue, procurement, and contract decisions. Racial equity in budgeting can also be highly cost-effective if done thoughtfully and with community input.

Actions:

- Target investments to historically and currently under-resourced 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.

- Avoid creating zero-sum competitions – for example, not only is it possible to support students who are excelling and students who are not, at the same time, it is an ethical imperative to do so.[19]

- Ensure data-informed decisions and resources are dedicated to mitigating the disproportionate impacts experienced in communities.

- Engage with communities to gain public agreement about values and community priorities, not specific budget allocations.

- Tie budget allocations to implementation of the agency's DEI Action Plan.

- If spending cuts are required, structure decisions around equity so as not to reduce quality and access of services for communities who need the service, using a harm reduction approach when needed.

- Conduct regular racial equity assessments of budget decisions.

- Create and incorporate racial impact statements for agency budget processes utilizing the Racial Equity Toolkit available in appendix I.

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19   https://www.gfoa.org/materials/gfr-equity-in-budgeting-2-21

Strategy 7 – Contract Equity and Improving State Procurement Processes

Our work around equity must entail the provision of economic opportunities for all Oregon businesses. State government strategies can be leveraged to address structural barriers of small business development in both the utilization and availability firms[20]. Strategy 7 encourages agencies to apply equitable contracting and purchasing practices to promote recovery and community economic development for minority-owned, women-owned, service-disabled veteran-owned, and emerging small businesses.

Actions:

- Embed equity lens in the entirety of a project life cycle: from concept, planning, project development, procurement, administering, to closeout of the project.

- Increase proactive outreach to minority-owned, women-owned, service-disabled veteran-owned, and emerging small business to build better business relationships and engagement.

- Forecast and communicate upcoming contracting opportunities including expiring contracts which will be re-purchased to anticipated new projects.

- Provide easily accessible information to current and forecasted contract opportunities.

- Support MWESBs to become better equipped to contract and do business with the state through trainings and technical assistance.

- Host pre-bid events.

- Initiate mentor-protégé programs to support business owners and build capacity of sub-contractors and MWESBs.

- Implement prompt payment – including state to primes, primes to subcontracts, and primes to suppliers.

- Create contract compliance monitoring systems and accountability measures.

- Conduct regular disparity studies to understand utilization and availability of firms and to remedy any inequities.

- Advance contract equity through piloting other innovative and inclusive contract equity practices.

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20   https://racialequityalliance.org/wp-content/uploads/2015/12/GARE-Contract_For_Equity.pdf

Strategy 8 – Diversifying the Workforce and Creating an Inclusive Workplace

People of color play a significant role in Oregon's history and culture. Unfortunately, people of color in our state's workforce face higher unemployment rates and lower wages than non-Hispanic white workers.[21] Overall, people of color have had higher unemployment rates than white workers, with Native Americans experiencing the highest unemployment rates.[22] Because these inequities in pay and employment have been so consistent over decades, it is time to do things differently. Together, we can promote public service through intentional and purposeful recruitment, hiring, and retention of culturally and ethnically diverse staff. We must create leadership pipeline opportunities and ensure every level of the state government workforce reflects the changing population of Oregon. Simultaneously, it is critical that we ensure a safe, inclusive, accessible, and belonging working environment for all.

Actions:

- Use disaggregated data by race to track and monitor hiring processes, including recruitment, interview procedures, and hiring outcomes.

- Review and update position descriptions to include state equity vision, values, and goals and utilize gender neutral language.

- Review and update recruitment, hiring, retention, and succession planning processes and policies.

- Create an inclusive and belonging workplace culture and environment.

- Provide trainings and professional development opportunities to diversify leadership pipeline and for agency succession planning.

- Provide opportunities for mentorship and coaching.

- Develop and provide DEI trainings to align agencies to standardized and inclusive processes.

- Establish accountability measures and benchmarks.

- Promote equal employment opportunities and pay equity in the workplace.

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21   https://www.qualityinfo.org/-/race-and-ethnic-diversity-in-oregon-s-workforce
22   https://www.qualityinfo.org/-/race-and-ethnic-diversity-in-oregon-s-workforce

Strategy 9 – No Tolerance for Racism, Hate, and Discrimination

In a healthy and safe society, all people and their diverse backgrounds are celebrated. Our state agencies can ensure the safety of all Oregonians by protecting civil rights and taking active measures against harassment, discrimination, racism, xenophobia, stigmatization, violence, and hate crimes. More than tolerance, we need to move in the direction of honoring, celebrating, and learning. Until that is the norm, the role of state agencies must be to set up an institutional power to protect, care for, and serve those who have been subjected to intolerance and harmed by discrimination, racism, and hatred. This means identifying and talking about discrimination when it happens — smoothing things over or ignoring incidents when they occur will only cause more harm.

Actions:

- Establish clear, restorative, and remedial policies and practices to respond to incidents involving racism, hate, and discrimination.

- Ensure that all employees feel safe in their work environment by being accountable and addressing racism, hate, harassment, bias, and discrimination complaints.

- Create open door policies for people to feel safe to share their racism, hate, harassment, and discrimination complaints.

- Establish clear processes for sharing and reporting discrimination complaints both as an employer and a service provider, using a trauma-centered lens.

- Establish restorative approaches that build understanding and tolerance rather than setting up further division, while still prioritizing the impact on people who are being harassed and/or harmed. A restorative approach allows for:[23]

  - Inclusion of all parties

  - Encountering the other side

  - Making amends for the harm

  - Reintegration of the parties into their communities

  - Celebration of our differences

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23   http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/lesson-1-what-is-restorative-justice/#sthash.srZPQNYI.dpbs

Strategy 10 – Urgency, Transparency, and Accountability in All Operations

For state employees, there is urgency around hiring practices, budgetary processes, contracting, and procurement, just as there is an urgency in making sure employees feel safe at work. There is an urgency to center Black, Indigenous, Asian, Pacific Islander, Arab/Middle Eastern/North African, Latino/a/x, Native American, and Tribal communities at the forefront. We must approach these issues with compassion and as one state to begin lessening divides.

Simultaneously, we must put in place real accountability and transparency in our equity-driven work. Without these two things, it is all too possible to deprioritize the urgent needs based on budget cycles and limited resources. Conditions will never be perfect. And while conditions may improve in the budget and through enterprise-level efforts, we must act on what we can do right now to reduce harm and help the people we serve. Oregonians cannot wait any longer, so it is time to make hard decisions with urgency, and operate with a sense of responsibility, intentionality, and accountability to Oregonians who are experiencing inequity. Strategy 10 means raising the bar for equity to exist as real action.

Actions:

- Address immediate needs and operationalize the strategies provided in the DEI Action Plan with urgency and compassion.

- Develop, track, measure, and analyze performance and progress towards equity goals.

- Establish agency equity outcomes.

- Report to the Governor and the Office of Cultural Change.

Four Examples of Current Work Happening in Oregon State Agencies

These examples are not a comprehensive list, and the Governor's Office invites agencies to communicate their work and accomplishments to be highlighted now and in the future.

1 Oregon Department of Education's Every Student Belongs Policy and Senate Bill 13 (2017): Shared History/Tribal History

At the instruction of Governor Brown, the Oregon Board of Education has enacted the Every Student Belongs rule, which prohibits hate symbols, including three of the most recognizable symbols of hate — the noose, symbols of neo-Nazi ideology, and the battle flag of the Confederacy. The temporary OAR took effect on September 18, 2020, and was made permanent on February 18, 2021. It required districts by January 1, 2021, to adopt and implement policies and procedures that prohibit the use or display of these three types of hate symbols including the noose, swastika, or confederate flag in any program or school-sponsored activity except where used in teaching curriculum that is aligned with the Oregon State Standards. This applies to both in-person and distance learning environments.

Also of note, in 2017, the Oregon Legislature enacted Senate Bill (SB) 13, now known as Tribal History/Shared History. This law directs the Oregon Department of Education (ODE) to create K-12 Native American curriculum for inclusion in all Oregon public schools and provide professional development to educators. The law also directs ODE to provide resources to each of the nine federally recognized tribes in Oregon to create individual place-based curriculum. New professional development resources have also been developed and released. This work provides a critical opportunity to fully leverage the strengths, assets, and contributions our Native American students bring to their communities. Accurate and complete curricula can now contribute to closing the persistent achievement and opportunity gaps between Native American and other students.

ODE recently completed a distributed Equity Plan that will guide internal systems change efforts in the coming months and years.

"Schools are places of discovery and development where young people can have positive experiences to take them into adulthood. That shouldn't be compromised or diminished out of experiencing hatred or fear for their personal safety that can rob them of their access to education. At ODE, we trust students to lead the way into an anti-racist future for us all. We are charged by our students to start the real work of repairing the damage of racial injustice, brutality, and hatred — in part, this means removing hate symbols from our schools. That means getting to the underlying roots that drive students to use hate speech and symbols. Statewide restrictions on use of hate symbols in schools are a necessary first step, but we also need positive, educational, and restorative measures to increase understanding, create spaces for dialogue, and promote intercultural and racial understanding. This is not easy or short-term work, and we look forward to providing guidance, updates, and opportunities for collaboration along the way."

Colt Gill, ODE Director

2 Oregon Public Utility Commission Advances 'Impacted Communities Work Plan'

Over the last several months the Oregon Public Utility Commission (PUC) has taken on various activities outlined in the Impacted Communities Work Plan to engage, protect, and advance benefits to vulnerable communities. These activities have focused on advancing broader societal interests in climate change mitigation, social equity, and inclusion of underrepresented communities. Key items that have been undertaken include, but are not limited to:

- Recruitment and hiring of a new position to serve as the Diversity, Equity, and Inclusion Program Director to lead collaborative efforts with both the Environmental Justice Task Force and the Legislative Committee on Indian Services.

- Ongoing investigations and deliberative actions to assist Oregonians struggling with the economic impacts of the COVID-19 pandemic. The PUC and the Commission have worked with utilities (electric, gas, water, telecommunications) and stakeholders, particularly those representing vulnerable and unrepresented communities, to take actions needed to protect customers.

- Working with stakeholders on expanding the Low-Income Roundtable's authority to consider differential energy burden and other inequities of affordability in rates. A related bill, House Bill 2475 (2021) authorizes the PUC to consider differential energy burden and other inequities of affordability in rates.

- Engaging Oregon Housing and Community Services to initiate collaborative efforts to establish a plan for a public process to address and mitigate energy burdens and other inequities of affordability and environmental justice.

Ezell Watson III, Director of Diversity, Equity, and Inclusion, PUC

The Oregon Youth Authority (OYA) launched a DEI initiative to identify and eliminate racial and ethnic disparities in its system. To accomplish this, they have three high-level focus areas: (1) improving outcomes for marginalized youth, (2) diversifying the workforce, and (3) incorporating an equity lens into its infrastructure to eliminate inequities. They are addressing foundational questions like, "What in our infrastructure is creating systemic inequities?" and "What is the demographic diversity of staffing at our agency compared to the youth we serve?"

OYA is taking a systematic approach for their DEI change effort. They developed an organizational development process cycle that guides the phases of the initiative. They have done initial structural and cultural assessments, including staff and youth listening tours, which revealed both positive thoughts and experiences as well as disparities and agency culture improvement areas. As part of enhancing OYA's agency capacity they are committed to systemic change that is transformational and sustainable by developing an infrastructure that places equity at the forefront of decisions. More goals, approaches, and details are available on their website.

Dr. Andre Lockett, DEI Strategic Manager, OYA

4 Oregon Department of Transportation Builds Relationships through Engagement and Resources

The Oregon Department of Transportation (ODOT) is working to socialize equity and help people understand how racial equity is part of a larger system that includes everything from resource flows, policies, procedures, relationships, and other power dynamics. Last year, ODOT hired an Assistant Director for Social Equity and has since initiated a group of 53 social equity partners from different roles and parts of the state to talk together and receive information. They are building towards changing practices and procedures and building greater understanding of the problems to solve and how to fix them, as well as who has a say along the way.

Leadership level conversations are also happening once a month where administrators can share and ask for advice about how to keep moving. ODOT is also providing rollout tools and resources each month, as well as a social equity series in the form of an hour-long webinar about a range of topics.

Topics have included guilt, shame, resilience, unconscious bias, micro-aggression, and the power of language.

> *"This work can be hard in state government because there are so many layers. It requires holding contradictions and being able to make large shifts and changes by being patient in places we might not have otherwise. It's important to recognize that it's possible to do things completely differently. We can flip the script wherever possible. Different people have different abilities to make different kinds of change happen, and all of those small changes are part of the larger picture."*

Nikotris Perkins, ODOT Assistant Director for Social Equity

Racial Equity Actions in 2020 - 2021

The following list includes examples of racial equity actions (though it is not all inclusive).

- Created the *State of Oregon Equity Framework for COVID-19 Response and Recovery* to ensure that Oregon's under-resourced communities and communities of color are at the forefront of our recovery plan.

- Established the Office of Cultural Change within the Department of Administrative Services to guide state agencies and lead the enterprise-level effort to address Oregon's structural and institutional racism.

- Passed legislation in 2021 to permanently recognize Juneteenth as an official Oregon holiday.

- Diversified and strengthened the Enterprise Leadership Team, an advisory board to the Governor and Chief Operating Officer, through development of enterprise strategies that encompass all diversity, equity, and inclusion efforts in state government.

- Built state government's enterprise equity infrastructure through creation of new equity-focused positions in state agencies and resources to support and operationalize equity work.

- Instituted a Racial Justice Council (RJC) which recommended over $280 million in investments to begin the process of recognizing and undoing systemic racism in Oregon.

- Created the first RJC-led, anti-racist legislative agenda including a legislative bill to permanently institutionalize the Racial Justice Council.

- Committed to support immigration legal services and ensure that every Oregonian has access to legal representation.

- Created a Public Safety Training and Standards Task Force to recommend improvements to the training and certification of Oregon law enforcement officers.

- Requested that the Oregon Department of Education create the Every Student Belongs policy prohibiting the display of hate symbols in schools.

- Invested more than $20 million to undo redlining to help provide a pathway to homeownership for communities of color, as well as adding co-op and land trust models.

Oregon's History

Just as agencies are expected to learn and know the harms and inequities in Oregon's policies and practice, this plan acknowledges and makes visible many historic instances of oppression and violence in our state, specifically based on race and ethnicity.

The below timeline of Oregon's history illustrates some, but not all, statewide and federal policies and actions perpetuating racial inequities.

Year	Policies and Actions Perpetuating Racial Inequities
1790	**Naturalization Act:** This act prohibited non-whites from accessing U.S. citizenship by limiting it to white immigrants (primarily from Western Europe) who had resided in the U.S. at least two years and with children under 21 years of age. The act also granted citizenship to children born to U.S. citizens while abroad.
1844	**Exclusion:** The first Black exclusion law in Oregon, adopted in 1844 by the Provisional Government, mandated that Blacks attempting to settle in Oregon would be publicly whipped — thirty-nine lashes, repeated every six months — until they departed.
1855	**Statehood:** After the gold strikes in southern Oregon, pro-slavery forces advocated forming a new state in southern Oregon and northern California. It failed when Californians rejected the idea of reducing the size of their state.
1856	Rogue River Indian Wars ended with the surviving Native Americans sent to two newly created reservations: the Siletz and the Grand Ronde.
1857	**State Constitution:** The Oregon constitution, adopted in 1857, banned slavery but also excluded Blacks from legal residence, owning property, making contracts, voting, or using the legal system.
1859	Like earlier exclusion laws, the constitutional slavery ban adopted in 1857 took effect when Oregon became a state in 1859. It was not retroactive, which meant that it did not apply to Black people who were legally in Oregon before the ban was adopted.

Year	Policies and Actions Perpetuating Racial Inequities
1862	**Color Tax:** Oregon adopted a law requiring all residents who were Black, Chinese, Hawaiian (Kanakas), and Mulatto (an archaic term referring to people of mixed ethnic heritage) to pay an annual tax of $5. If they could not pay this tax, the law empowered the state to press them into service maintaining state roads for 50 cents a day. Also, interracial marriages were banned in Oregon. It was against the law for whites to marry anyone who was one-fourth or more Black.
1866	**Miscegenation:** Oregon banned all interracial marriages, extending the 1862 law to prevent whites from marrying anyone who was one-fourth or more Chinese, or Hawaiian, and one-half or more Native American. It was previously illegal for white and Black people to marry.
1867	**School Segregation:** Even though the total Black population in Oregon in the 1860s numbered 128, Portland assigned Black and Mulatto children to a segregated school.
1868	**No Citizenship:** The Oregon Legislature rescinded the state's ratification of the Fourteenth Amendment, endowing African Americans with citizenship — this despite the fact that the amendment had just become federal law.
1875	**Page Act:** This law prohibited the importation of unfree laborers and women brought for "immoral purposes." It was enforced primarily against Chinese due to anti-Chinese xenophobia around the U.S. as an early effort to restrict Asian immigration via select categories of persons whose labor was perceived as immoral or coerced.
1877	**Military Action:** The Nez Perce Tribe clashed with the U.S. Army in their Wallowa homeland in northeast Oregon. Chief Joseph and his people refused to go to a reservation. Instead, Chief Joseph tried to lead 800 of his people to Canada and freedom.
1879	Chemawa Indian Boarding School opened in Salem, Oregon as the third such boarding school in the nation. These schools were designed to assimilate Indian children into white culture and teach them vocational skills. Students were prohibited from speaking their Tribal languages or practicing any of their traditional customs or culture.

Year	Policies and Actions Perpetuating Racial Inequities
1880	By this date, the U.S. government had forced most Indigenous and Native people of the Northwest onto reservations.
1882	**Chinese Exclusion Acts:** Due to anti-Chinese xenophobia and bigotry, the federal government passed a 10-year moratorium on Chinese labor immigration, which was renewed in 1892 for another 10 years as part of the Geary Act. Chinese Americans already in the country challenged the constitutionality of the discriminatory acts, but the federal government did not listen. The exclusion law was made permanent in 1902 with added restrictions requiring Chinese residents to register and obtain a certificate of residence, or else face deportation. In China, merchants organized an anti-American boycott in 1905, which the American government pressured the Chinese government to suppress. The Chinese Exclusion Acts were not repealed until 1943.
1887	**Violence and Intimidation:** Of the many acts of intimidation and violence committed against early Chinese immigrants in the American West, one of the most brutal occurred at Deep Creek on the Oregon side of the Snake River in Hells Canyon. In May 1887 as many as 34 Chinese gold miners were ambushed and murdered for their gold by a gang of horse thieves and schoolboys in Wallowa County. Of the six men indicted: Three men fled and were never caught, and three others were declared innocent by a jury on September 1, 1888. No one was found guilty of the crime.
1919	**Redlining:** Portland Board of Realty approved a "Code of Ethics" prohibiting realtors and bankers from selling property in white neighborhoods to people of color or providing mortgages for such purchases.
1923	**Alien Land Laws:** There was growing hostility towards Asian farmers, most notably Japanese farmers in the Hood River Valley. The Oregon Legislature, dominated by members of the Klan, passed a number of restrictive laws. The Alien Land Law prevented first generation Japanese Americans from owning or leasing land. The Oregon Business Restriction Law allowed cities to refuse business licenses to first generation Japanese Americans. Alien land laws grew in popularity in the West, even in states with very small, isolated Asian populations.

Year	Policies and Actions Perpetuating Racial Inequities
1934	**Non-unanimous Jury Verdicts:** Oregon voters amended their constitution to allow for non-unanimous jury verdicts in criminal cases. Its intent was to weaken the influence of non-white jurors.
1935	**Segregation:** Oregon law officially segregated Mexican students on the basis of being of "Indian" descent. It made clear to exempt "White Mexicans" those fair-skinned descendants of the Spaniards who do not have "Indian blood."
1937-1945	Oregon passed a number of laws restricting Indians, mostly concerning the possession of alcohol.
1942	**WWII:** Japanese Americans started to lose their homes, livelihoods and freedom, and were forced to report to a facility to be relocated to inland internment camps for the duration of WWII. **The Oregon Plan:** In May 1942, Malheur County became the site of the first seasonal farm labor camp where internees went on leave from internment camps to work in the sugar beet fields. Numerous Japanese Americans remained in Malheur County after an order excluding them from the West Coast was lifted in January 1945, and remained in Malheur to build a sizeable Japanese American community in Ontario and Nyssa to this day.
1945	The Oregon House of Representatives passed a Joint Memorial calling on President Roosevelt to prevent the return of Japanese Americans "for the duration of the present war with Japan."
1948	**Redlining:** Oregon realtors followed the "National Realtors Code" (based on an earlier state law) that proclaimed that a realtor shall never introduce into a neighborhood members of any race or nationality whose presence will be detrimental to property values." This practice continued until the 1960s, when the civil rights movement led to the Fair Housing Act and later, in 1977, to the Community Reinvestment Act, when the federal government began to address these racist wrongs. "But even then, communities of color – particularly African Americans – continued to be displaced as investments in urban renewal and community plans resulted in gentrification, which still occurs today."

Year	Policies and Actions Perpetuating Racial Inequities
1954	**Treaty Termination:** Congress terminated federal aid granted by treaties with 109 tribes, dissolving the Klamath, Grand Ronde, and Siletz reservations and sanctioning the selling of their Tribal lands. Tribes lost control of their land and water rights, oil, and other natural resources. The Secretary of the Interior was a former Oregon governor.
1981	Two police officers dumped dead opossums at an African American-owned restaurant in Portland. The incident evoked ugly KKK imagery and touched off one of the most contentious disputes between police, city government, and the public. As a result, a citizen's committee to review police actions in Portland was created.
1994	Measure 11 was passed by Oregon voters to establish mandatory minimum sentencing for several crimes; it was reaffirmed in 2000.
2008	**Oregon Driver's License Bill:** SB 1080 was passed requiring all applicants for Oregon driver licenses, instruction permits, or identification cards to provide acceptable proof of U.S. citizenship or lawful presence in the country. This bill created significant hurdles for Oregonians, including citizens, to obtain driver license or identification cards.
2014	**Measure 88 Defeated:** The Oregon Alternative Driver Licenses Referendum subjected Senate Bill 833 to a popular vote through Measure 88. If it had been upheld, SB 833/M88 would have made 4-year driver licenses available to those who cannot prove legal presence in the United States. The campaign opposed to the referendum was managed by Oregonians for Immigration Reform, an anti-immigrants' group in the state, as well as Protect Oregon Driver Licenses.

See footnote for Oregon's History Timeline sources.[24]

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24   Sources:
     https://www.osba.org/~/media/Files/Event%20Materials/AC/2009/101_History%20 of%20Race%20in%20Oregon.pdf
     https://www.oregonencyclopedia.org/media/ uploads/Oregon_History_101_Timeline_12-1-14.pdf
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     https://history.state.gov/milestones/1866-1898/chinese-immigration
     https://www.oregonlive.com/portland/2014/08/roots_of_gentrification_how_19.html

Appendix I: Racial Equity Toolkit

Section 1. Racial Equity Budget Impact Statement Worksheet

Advancing racial equity in Oregon will take foundational reform. Racial disparities persist across key indicators of success including health, education, housing, and economic opportunity amongst others. A budget is a moral document, a statement of our state's priorities and a critical opportunity to advance racial equity. The Racial Equity Assessment Worksheet serves as a tool to apply a racial equity lens to the budget development process and assess how programs benefit and/or burden Tribal/Native American, Black/African American, Latino/a/x, Asian, Pacific Islander, Arab/Middle Eastern/North African, Immigrant, and Refugee communities. The worksheet questions serve as a tool to deepen agencies' racial equity impact assessment for the programs (budgets) in consideration.

Step 1. Set Equity Outcomes and Define Impact

1. Does your agency have an Equity Strategic Plan? *(Please circle response)*   Yes / No

   If so, what does your agency define as the most important equitable community outcomes related to the investment or program?

2. What is the program under consideration?

3. Which racial equity opportunity areas will the program primarily impact? *(Check all that apply)*

   ☐ Criminal Justice Reform and Police Accountability

   ☐ Economic Opportunity

   ☐ Education

   ☐ Environmental Justice/Natural Resources

      ☐ Health Equity

      ☐ Housing and Homelessness

      ☐ Jobs/Employment

      ☐ Other

   Are there impacts on:

   ☐ Contract/Procurement Equity

   ☐ Culturally Specific Programs and Services

   ☐ Immigrant and Refugee Access to Services

   ☐ Inclusive Communications and Outreach

   ☐ Workforce Equity

      ☐ Other:_____

   Please explain your selection:

4. What are the desired results and outcomes with this program?

Step 2. Analyze Data

5. Does the program have different impacts within different geographic areas?
    (Please circle response)   Yes / No

6. What are the racial demographics of those living in the area or impacted by the program?

7. How are you collecting, reviewing, and analyzing demographic data to inform program decisions?

8. How are you notifying and educating constituents in the collection of this data and how it will be used?

9. How is demographic data being woven into program decision-making? Will this data, or a version of this data, be incorporated into the agency's open data efforts, so that constituents may view and understand this dataset?

Step 3. Determine Benefit and/or Burden

10. Who benefits from the program, both directly and indirectly?

11. Who will be burdened from the proposal?

12. How does the program increase or decrease racial equity? Does the program have potential unintended racial equity consequences? What benefits may result?

Section 2. Guiding Questions to Operationalize Racial Equity

Below are some guiding questions to apply the DEI Action Plan strategies in all development and implementation State of Oregon's policy, practice, budget, program and service decisions.

Inclusive Communications

1. How do we ensure our communications and messaging are getting to all Oregonians?

2. 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?

Data Collection and Data-informed Decision-Making

1. Are we collecting, reviewing, and analyzing demographic data to inform mitigation measures, communication strategies, and targeted investments?

2. How are these data being woven into decision making?

3. Who is interpreting the data?

4. Is the data being used to impact systems rather than define people?

5. Was there a community engagement or other outreach process in the creation of this data system, collection methodology, or standard?

6. Will this data be made publicly available as open data to support the state's vision for transparency?

Community-Informed Policy and Partnerships

1. 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?

2. What are the ways we engage agency equity leaders and communities in decision-making currently?

3. Whose voices and perspectives are not at the table? Why?

4. 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?

6. How are we ensuring that we provide access to and address the needs of:
   - Language?

   - Technology?

   - Physical accessibility?

   - Adequate support and preparation?

   - Financial support?

Resource Allocation and Accessibility

1. 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)?

2. 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?

3. 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?

Evaluation

1. What measurable outcomes are most important to our historically and currently underserved communities?

2. How will impacts be documented and evaluated?

3. How will our communities participate in the evaluation process?

4. Are we achieving the anticipated outcomes?

5. Are we having measurable impact in the communities?

6. How are we consistently communicating our efforts with our communities and demonstrating our results?

7. How do we collect and respond to feedback?

8. How do we use these results to continually reevaluate and improve our efforts?

9. How are we ensuring these partnerships do not exploit the communities we seek to engage?

10. How will we operationalize equity and create accountability systems?

11. How will we ensure adequate capacity to implement strategies as outlined?

Appendix II: Diversity, Equity, and Inclusion Glossary of Concepts

Accessibility: The extent to which a space is readily approachable and usable by people with disabilities. A space can be described as:

- Physical or literal space, such as a facility, website, conference room, office, or bathroom
- Figurative space, such as a conversation or activity
- Digital space, such as a website

Anti-Black Racism: Any attitude, behavior, practice, or policy that explicitly or implicitly reflects the belief that Black people are inferior to another racial group. Anti-Black racism is reflected in interpersonal, institutional, and structural levels of racism.

Anti-Racism: Active process of identifying and challenging racism, by changing systems, organizational structures, policies and practices, and attitudes, to redistribute power in an equitable manner.

Colonialism: Colonialism is a practice of subjugation and economic exploitation of one people over another, through political and economic control, often involving extraction of resources and/or removal of people from an existing place.[25]

Color-Blind Racial Ideology: The belief that people should be regarded and treated as equally as possible, without regard to race or ethnicity. While a color-blind racial ideology may seem to be a pathway to achieve equity, in reality it ignores the manifestations of racist and discriminatory laws and policies which preserve the ongoing processes that maintain racial and ethnic stratification in social institutions.

Cultural Humility: When one maintains an interpersonal stance that is open to individuals and communities of varying cultures, in relation to aspects of the cultural identity most important to the person. Cultural humility can include a life-long commitment to self-critique about differences in culture and a commitment to be aware of and actively mitigate power imbalances between cultures.

Discrimination: The unequal treatment of members of various groups based on race, ethnicity, gender, gender expression, socioeconomic class, sexual orientation, physical or mental ability, religion, citizenship status, a combination of those identified, and/or other categories. *Also refer to Racism.*

Diversity: Honoring and including people of different backgrounds, identities, and experiences collectively and as individuals. It emphasizes the need for sharing power and increasing 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.

Equality: The effort to treat everyone the same or to ensure that everyone has access to the same opportunities. However, only working to achieve equality ignores historical and structural factors that benefit some social groups and disadvantages other social groups in ways that create differential starting points. *Also refer to Racial Equity; Justice.*

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25   https://plato.stanford.edu/entries/colonialism/

Equity: 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.

Gender Pronoun: The term one uses to identify themselves in place of their name (i.e. ze/hir/hirs, ey/em/eirs, they/them/theirs, she/her/hers, he/him/his, etc.).The use of the specific gender pronoun identified by each individual should be respected and should not be regarded as optional.

Implicit Bias: A belief or attitude that affects our understanding, decision, and actions, and that exists without our conscious awareness.

Inclusion: 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.

Individual Racism: This type of racism, often unknowingly, rests within individuals and comprises our private beliefs and biases about race and racism. Such ideas are influenced and shaped by the larger culture that surrounds us and can take many different forms including: prejudice towards others of a different race; internalized oppression — the negative beliefs about oneself by people of color; or internalized privilege —beliefs about superiority or entitlement by white people.

Interpersonal Racism: This is the form of racism that people most often think of – a set of intentionally harmful, extremist actions and behaviors executed by specific persons against other individual people. This is the bias that occurs when individuals interact with others and their personal racial beliefs affect their public interactions.

Institutional Racism: As the name suggests, this form of racism occurs within institutions and reinforces systems of power. It is often more difficult to name or witness because it is more deeply embedded in practices and policies, often presenting as a norm. Institutional racism refers to the discriminatory policies and practices of particular institutions (schools, workplaces, etc.) that routinely cause racially inequitable outcomes for people of color and advantages for white people. Individuals within institutions take on the power of the institution when they reinforce racial inequities.

Intersectionality: Coined by Professor Kimberlé Crenshaw in 1989, this term describes the ways in which race, class, gender, and other aspects of our identity, "intersect" with one of another, overlap, intersect, and interact, informing the way in which individuals simultaneously experience oppression and privilege in their daily lives interpersonally and systemically. Intersectionality promotes the idea that aspects of our identity do not work in a silo. Intersectionality, then, provides a basis for understanding how these individual identity markers work with one another.

Justice: The process required to move us from an unfair, unequal, or inequitable state to one which is fair, equal, or equitable, depending on the specific content. Justice is a transformative practice that relies on the entire community to respond to past and current harm when it occurs in society. Through justice, we seek a proactive enforcement of policies, practices, and attitudes that produce equitable access, opportunities, treatment, and outcomes for all regardless of the various identities that one holds.

Oppression: A system of supremacy and discrimination for the benefit of a limited dominant class that perpetuates itself through differential treatment, ideological domination, and institutional control. Oppression reflects the inequitable distribution of current and historical structural and institutional power, where a socially constructed binary of a "dominant group" horde power, wealth, and resources at the detriment of the many. This creates a lack of access, opportunity, safety, security, and resources for non-dominant populations.

Prejudice: A preconceived opinion or assumption about something or someone rooted in stereotypes, rather than reason or fact, leading to unfavorable bias or hostility toward another person or group of people. Literally a "pre-judgment."

Racial Disparity: An unequal outcome one racial group experiences as compared to the outcome for another racial group.

Racial Disproportionality: The underrepresentation or overrepresentation of a racial or ethnic group at a particular decision point, event, or circumstance, in comparison to the group's percentage in the total population.

Racial Equity: Closing the gaps so that race can no longer predict any person'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.

Racial Justice: The proactive process of reinforcing and establishing cement of policies, practices, attitudes, and actions that produce equitable power, access, opportunities, treatment, impacts, and outcomes for all individuals and groups impacted by racism. The goal, however, is not only the eradication of racism, but also the presence of deliberate social systems and structures that sustain racial equity through proactive and preventative measures. *Also refer to Social Justice; Anti-Racism.*

Racial Microaggression: Commonplace verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate or imply hostile or derogatory racial slights and insults toward people of color (e.g. asking a person of color "How did you get your job?" to imply they are not qualified).

Racism: The systematic subjugation of members of targeted racial groups, who hold less socio-political power and/or are racialized as non-white, as means to uphold white supremacy. Racism differs from prejudice, hatred, or discrimination because it requires one racial group to have systematic power and superiority over other groups in society. Often, racism is supported and maintained, both implicitly and explicitly, by institutional structures and policies, cultural norms and values, and individual behaviors.

Restorative Justice: A theory of justice that emphasizes repairing harm by having the parties decide together in order to cause fundamental changes in people, relationships, and communities.[26]

Social Justice: A process, not an outcome, which (1) seeks fair (re)distribution of resources, opportunities, and responsibilities; (2) challenges the roots of oppression and injustice; (3) empowers all people to exercise self-determination and realize their full potential; (4) and builds social solidarity and community capacity for collaborative action.

Structural Racism: Distinct but related to institutional racism, structural racism refers to how racial bias among institutions work together — intentionally or not — to disenfranchise people of color and create disparate outcomes. This involves the cumulative and compounding effects of an array of societal factors, including the history, culture, ideology, and interactions of institutions and policies that systematically privilege white people and disadvantage people of color. The effects of structural racism are hard to pinpoint because they are cumulative and pervasive.

Systems of Oppression: The ways in which history, culture, ideology, public policies, institutional practices, and personal behaviors and beliefs interact to maintain a hierarchy — based on race, class, gender, sexuality, and/or other group identities — that allows the privileges associated with the dominant group and the disadvantages associated with the targeted group to endure and adapt over time.

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26   http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/lesson-1-what-is-restorative-justice/#sthash.srZPQNYI.dpbs

Systems Reform or Systems Change: A process designed to address the root causes of social problems and fundamentally alter the components and structures that perpetuate them in public systems (i.e. education system, child welfare system, etc.).

Targeted Universalism: Setting universal goals pursued by targeted processes to achieve those goals. Within a targeted universalism framework, universal goals are established for all groups concerned. The strategies developed to achieve those goals are targeted, based upon how different groups are situated within structures, culture, and across geographies to obtain the universal goal. Targeted universalism is goal oriented, and the processes are directed in service of the explicit, universal goal.

White Privilege: The unearned power and advantages that benefit people just by virtue of being white or being perceived as white.

Xenophobia: Any attitude, behavior, practice, or policy that explicitly or implicitly reflects the belief that immigrants are inferior to the dominant group of people. Xenophobia is reflected in interpersonal, institutional, and systemic levels of oppression and is a function of white supremacy.

Note: The foundation of this glossary is from the Center for the Study of Social Policy (CSSP) with some relevant additions. This glossary may be adapted over time to create shared language for concepts related to diversity, equity, inclusion and racial equity. View the CSSP glossary here: https://cssp.org/wp-content/uploads/2019/09/Key-Equity-Terms-and-Concepts-vol1.pdf

Appendix III: Inclusive Language for Oregon's Diverse Communities

Specific and careful use of language respects and honors our diverse communities in Oregon. The following are examples of supportive and affirming language in reference to diverse communities in Oregon. When possible try to name the specific community you are addressing.

A recent definition of Oregon's 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; Latino/a/x, Hispanic; Asian, Pacific Islanders; Arab/Middle Eastern/North Africans; immigrants, refugees, asylum seekers; undocumented persons, DACA, "Dreamers"; linguistically diverse; people with disabilities; LGBTQ+; aging/older adults; economically disadvantaged; farmworkers, migrant workers.

Recommended language:

- Native American, American Indian, Tribal member, Black, African American, Latino/a/x, Asian, Arab/Middle Eastern/North African, Pacific Islander

- Linguistically diverse populations, English Language Learner (ELL), people with limited English proficiency (LEP)

- People/individuals with disabilities

- Historically and currently underserved and under-resourced populations

- Diverse community stakeholders; communities of color

- Taking active measures against discrimination, racism, xenophobia, stigmatization, violence, and hate crimes and protecting civil rights for all Oregonians

Avoid using:

Note that policies, statistical data, and categories may still use these words, which may require that state agencies often have to use them. However, when the opportunity presents itself, especially in writing that offers flexibility, please update applicable documents. More guidance is available from the Opportunity Agenda on these and other current recommendations: https://www.opportunityagenda.org/explore/resources-publications/social-justice-phrase-guide.

- "Minority" - The term "minority" is not accurate when describing non-white communities. Accurate phrases depend on the context or the group. Appropriate terminology could include: communities of color, underserved communities, under-resourced, oppressed, underprivileged, or even emerging majority when referencing statistics and data. https://nahj.org/2020/08/04/nahj-asks-newsrooms-to-drop-the-use-of-minority/

- "Illegal" - Using "illegal" to describe a person is offensive and inaccurate. According to Race Forward, "the terms 'illegal immigrant' and 'illegal alien' are inaccurate by legal and journalistic standards." Instead, utilize the term undocumented person or immigrant. https://www.raceforward.org/sites/default/files/DTIW_Stylebook.pdf

- "Turn a deaf ear," "turning a blind eye," or "the blind leading the blind." Avoid idioms that cast a negative connotation on people's physical abilities. Instead, use terms that go straight to your point, like "ignoring," "insensitive," "misguided."[27]

- "Pow-wow." A pow-wow is an inter-Tribal social gathering with ceremonial elements. Many tribes and Native organizations hold them on a regular basis. It is not appropriate to use this term out of context to refer to a meeting or a quick chat or conversation because it trivializes the significance of these gatherings. Instead, try "chat," "brief conversation," "quick talk."[28]

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27   https://www.opportunityagenda.org/explore/resources-publications/social-justice-phrase-guide
28   https://www.opportunityagenda.org/explore/resources-publications/social-justice-phrase-guide

Appendix IV: Resources

Additional resources compiled by the Governor's Office of Diversity, Equity, and Inclusion and the DAS Office of Cultural Change.

Racial Justice

https://www.oregon.gov/gov/policy/Documents/racial-justice-resources.pdf

Equity toolkits

Racial Equity Toolkit: An Opportunity to Operationalize Equity, Government Alliance on Race and Equity (GARE): https://www.racialequityalliance.org/wp-content/uploads/2015/10/GARE-Racial_Equity_Toolkit.pdf

Racial Equity Impact Assessment Toolkit, Race Forward: https://www.raceforward.org/sites/default/files/RacialJusticeImpactAssessment_v5.pdf

Results-Based Accountability Implementation Guide: http://raguide.org/

Putting Equity at the Forefront: State of Oregon Agency Strategic Plan

Oregon Housing and Community Services Statewide Housing Plan 2019-2021: https://www.oregon.gov/ohcs/Documents/swhp/swhp-executive-Summary.pdf

National and local organizations:

Haywood Burns Institute: https://burnsinstitute.org/

Migration Policy Institute: https://www.migrationpolicy.org/

National Equity Atlas: https://nationalequityatlas.org/

Oregon ADA toolkit: https://www.oregon.gov/das/HR/Pages/ADA.aspx

Oregon State University DEI Land Acknowledgement: https://outdoorschool.oregonstate.edu/equity-diversity-and-inclusion/land-acknowledgements

Oregon State University Land Acknowledgement: https://diversity.oregonstate.edu/feature-story/land-acknowledgement

Othering and Belonging Institute: https://belonging.berkeley.edu/

PolicyLink: https://www.policylink.org/

Race Forward: https://www.raceforward.org/

U.S. Department of Justice: *A guide to Disability Rights Laws.* https://www.ada.gov/cguide.htm

U.S. Department of Justice: *ADA Update: A Primer for State and Local Governments.* https://www.ada.gov/regs2010/titleII_2010/title_ii_primer.html

The *State of Oregon Diversity, Equity, and Inclusion Action Plan* is the culmination of the expertise and insight of many individuals, including staff in the Office of Governor Kate Brown, state agency directors, state equity leaders, community partners and the Diversity, Equity, and Inclusion subcommittee of the Enterprise Leadership Team to advance equity in state government. *The Diversity, Equity, and Inclusion Action Plan* would not have been made possible without the support of so many committed leaders and champions.

Thank you.

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