DIVERSITY, EQUITY AND INCLUSION RUBRIC FOR SUPPLEMENTAL WORKFORCE TRAINING MATERIALS

EQUITY

THE CONDITION AND THE PROCESS TOGETHER THAT WOULD BE ACHIEVED IF THE IDENTITIES ASSIGNED TO HISTORICALLY OPPRESSED GROUPS NO LONGER ACT AS THE MOST POWERFUL PREDICTOR OF HOW ONE FARES

ACHIEVING EQUITY

ELIMINATE THE ROOT CAUSES OF INEQUITIES THAT REINFORCE OR FAIL TO ELIMINATE DISPROPORTIONAL OUTCOMES

RACIAL EQUITY

THE CONDITION ACHIEVED IF ONE'S RACIAL AND ETHNIC IDENTITY NO LONGER PREDICTS HOW ONE FARES. TO ACHIEVE RACIAL JUSTICE, WE NEED TO ELIMINATE POLICIES, PRACTICES, CULTURAL MESSAGES, AND HARMFUL NARRATIVES THAT PERPETUATE, UPHOLD, OR FAIL TO ELIMINATE RACISM

NCWE CORE VALUES: HTTPS://WWW.NCWE.ORG/PAGE/ABOUT

- This rubric seeks to support the intentional development of equitable, diverse, and inclusive (DEI) workforce training materials.
- The tool is not exhaustive and rather is designed to help guide and focus content development around best practices in DEI.
- Many of the suggested guidelines adopt a Universal Design for Learning (UDL) framework and are effective teaching and learning practices.
- A "Comments" section is provided to promote implementation through reflection by individual practitioners or discussion between course designers and instructors.

Learning Material Title	Trades Customer Service Level 1: Understanding the Customer		
Learning Material URL			
File Type and Size	PowerPoint, 33 Pages, 6.6MB		
Reviewer	Fieth Consulting, LLC Team		
Date Review Completed	7/6/2023		
Total Score (Content + Pedagogy Scores)	_____35_____ / 39 Possible Points		
Criteria	Exemplary	Fair	In Progress
Content	3 Points per Bullet	2 Points per Bullet	1 Point per Bullet

To what extent the content meets the needs of diverse populations, is considered equitable to user needs, and inclusive of race, religion, age, gender, sexual orientation and/or identity.	☑ Content consistently and effectively represents diverse perspectives and experiences.	☐ Content somewhat represents diverse perspectives and experiences.	☐ Content rarely or never represents diverse perspectives and experiences.
	☑ Content accurately reflects the experiences and perspectives of underrepresented groups.	☐ Content somewhat accurately reflects the experiences and perspectives of underrepresented groups.	☐ Content inaccurately reflects the experiences and perspectives of underrepresented groups.
	☑ Content demonstrates a deep understanding of the complexities of diversity, equity, and inclusion.	☐ Content demonstrates a basic understanding of the complexities of diversity, equity, and inclusion.	☐ Content demonstrates little understanding of the complexities of diversity, equity, and inclusion.
	☑ Learners are able to see themselves represented in the course content and/or discipline.	☐ Learners may be able to see themselves represented in the course content and/or discipline occasionally but not consistently.	☐ Learners are not able to see themselves represented in the course content and/or discipline.
	☑ Multiple viewpoints and perspectives on course topics are included and represented accurately.	☐ Multiple viewpoints and perspectives on course topics are sometimes included and may be represented accurately.	☐ Multiple viewpoints and perspectives on course topics are not included and/or represented accurately.
	☑ Evidence of equitable access to course materials and spaces for all learners clearly exists.	☐ Some evidence of equitable access to course materials and spaces for all learners exists.	☐ No evidence of equitable access to course materials and spaces for all learners exists.
	☑ Content is well-organized and easy-to-follow.	☐ Content is somewhat organized but may not be easy-to-follow.	☐ Content is disorganized and difficult to follow.
Content Score	_____21_____ / 21 Possible Points		

Content Comments	Evaluating this document scores it in the Exemplary level, a perfect score of 21. The content is very well organized and easy-to-follow. This presentation has included images that better represent diverse groups of learners. This learning material prompts students to connect the content to their own lives through the LETC model i.e.; Listening to the customer attentively, Empathizing with the customer's situation and Taking control and providing efficient solutions. The purpose of the document is to help students with their understanding of customer expectations and addressing customer needs in the construction trades.		
Design Resources	**Image Collection Drop Box: https://www.dropbox.com/home/NGJAC%20Images** **Student Engagement AMEy link** **https://harper-academy.net/on_demand/aemy/index.html#userbookmark_AEMy-main** **Check for Understanding link:** **https://www.edutopia.org/sites/default/files/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf**		
Pedagogy **To what extent the content meets the needs of diverse populations, is considered equitable to user needs, and inclusive of race, religion, age, gender, sexual orientation and/or identity.**	**3 Points per Bullet** ☐ The design and delivery are inclusive and accessible to all learners, taking into account diverse learning styles and needs. ☑ The material creates a welcoming and inclusive environment for all learners regardless of identity. ☐ Content effectively uses a variety of media and formats to enhance learning and increase learner engagement. ☑ Images, representations, readings and sources strongly reflect diversity. ☐ Activities require learners to connect course content to their own lives and/or reflect on course content in relation	**2 Points per Bullet** ☑ The design and delivery are generally inclusive, but some areas may warrant improvement to better accommodate diverse learners. ☐ The material creates a positive learning environment for most learners but could do more to be inclusive to all. ☑ Some content uses media and formats to enhance learning. ☐ Some images, representations, readings and sources reflect diversity. ☑ Some activities require learners to connect course content to their own lives and/or reflect on course content in relation to a variety of perspectives.	**1 Point per Bullet** ☐ The design and delivery are not inclusive or accessible to all learners, and do not create a positive learning environment for all. ☐ The material does not create a positive learning environment for most learners. ☐ Content uses minimal or no media and formats to enhance learning. ☐ Images, representations, readings and sources do not reflect diversity. ☐ Activities do not require learners to connect course content to their own lives

	to a variety of perspectives. ☐ Activities require learners to connect course content to their own communities and/or social and cultural groups of reference, and the socio-cultural backgrounds of others.	☑ Some activities require learners to connect course content to their own communities and/or social and cultural groups of reference, and the socio-cultural backgrounds of others.	and/or reflect on course content in relation to a variety of perspectives ☐ Activities do not require learners to connect course content to their own communities and/or social and cultural groups of reference, and the socio-cultural backgrounds of others.
Pedagogy Score	_____14_____ / 18 Possible Points		
Pedagogy Comments	Overall, this presentation is well done and scored in the Fair level for pedagogy. This learning material includes a student engagement activity that uses a constructive customer interaction simulation and a check for understanding section consisting of 10 questions. The author has done a very nice job including images that represent diverse groups of learners. See the url links below for additional ideas.		
Design and Pedagogy Resources	**Image Collection Drop Box: https://www.dropbox.com/home/NGJAC%20Images** **Student Engagement AMEy link** **https://harper-academy.net/on_demand/aemy/index.html#userbookmark_AEMy-main** **Check for Understanding link:** **https://www.edutopia.org/sites/default/files/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf**		