

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 DISPROPORTIONATE 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](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	Future Fuels Level 100 (Electric and Hydrogen System Familiarization and Safety) Instructor Notes		
Learning Material URL	https://www.skillscommons.org//handle/taaccct/18915		
File Type and Size	Word 348KB		
Reviewer	Fieth Consulting, LLC Team		
Date Review Completed	1/31/2024		
Total Score (Content + Pedagogy Scores)	<u>38</u> / 39 Possible Points		
Criteria	Exemplary	Fair	In Progress

<p>Content</p> <p>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.</p>	<p>3 Points per Bullet</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Content consistently and effectively represents diverse perspectives and experiences. <input checked="" type="checkbox"/> Content accurately reflects the experiences and perspectives of underrepresented groups. <input checked="" type="checkbox"/> Content demonstrates a deep understanding of the complexities of diversity, equity, and inclusion. <input checked="" type="checkbox"/> Learners are able to see themselves represented in the course content and/or discipline. <input checked="" type="checkbox"/> Multiple viewpoints and perspectives on course topics are included and represented accurately. <input checked="" type="checkbox"/> Evidence of equitable access to course materials and spaces for all learners clearly exists. <input checked="" type="checkbox"/> Content is well-organized and easy-to-follow. 	<p>2 Points per Bullet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content somewhat represents diverse perspectives and experiences. <input type="checkbox"/> Content somewhat accurately reflects the experiences and perspectives of underrepresented groups. <input type="checkbox"/> Content demonstrates a basic understanding of the complexities of diversity, equity, and inclusion. <input type="checkbox"/> Learners may be able to see themselves represented in the course content and/or discipline occasionally but not consistently. <input type="checkbox"/> Multiple viewpoints and perspectives on course topics are sometimes included and may be represented accurately. <input type="checkbox"/> Some evidence of equitable access to course materials and spaces for all learners exists. <input type="checkbox"/> Content is somewhat organized but may not be easy-to-follow. 	<p>1 Point per Bullet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content rarely or never represents diverse perspectives and experiences. <input type="checkbox"/> Content inaccurately reflects the experiences and perspectives of underrepresented groups. <input type="checkbox"/> Content demonstrates little understanding of the complexities of diversity, equity, and inclusion. <input type="checkbox"/> Learners are not able to see themselves represented in the course content and/or discipline. <input type="checkbox"/> Multiple viewpoints and perspectives on course topics are not included and/or represented accurately. <input type="checkbox"/> No evidence found of equitable access to course materials and spaces for all learners exists. <input type="checkbox"/> Content is disorganized and difficult to follow.
<p>Content Score</p>	<p><u>21</u> / 21 Possible Points</p>		

<p>Content Comments</p>	<p>The content is organized with purpose and logic in the introductory unit of the Future Fuels Level 100. The document's content is engaging for diverse groups and varied populations can see themselves in this field of employment. This document can easily be used from beginning to advanced teaching based on the way it is supported. Other educators can take this to a higher level based on their purpose and level of class and participation. The material can be used in a variety of ways that will impact the learners in a positive way. There is more than enough information in the instructors notes to take it to almost any depth of understanding.</p>		
<p>Design Resources</p>	<p>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</p>		
<p>Pedagogy</p> <p>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.</p>	<p>3 Points per Bullet</p> <ul style="list-style-type: none"> <input type="checkbox"/> The design and delivery are inclusive and accessible to all learners, taking into account diverse learning styles and needs. <input checked="" type="checkbox"/> The material creates a welcoming and inclusive environment for all learners regardless of identity. <input checked="" type="checkbox"/> Content effectively uses a variety of media and formats to enhance learning and increase learner engagement. <input checked="" type="checkbox"/> Images, representations, readings and sources strongly reflect diversity. <input checked="" type="checkbox"/> Activities require learners to connect course content to their own lives and/or reflect on course content in relation to a variety of perspectives. <input checked="" type="checkbox"/> Activities require learners to connect course content to their 	<p>2 Points per Bullet</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The design and delivery are generally inclusive, but some areas may warrant improvement to better accommodate diverse learners. <input type="checkbox"/> The material creates a positive learning environment for most learners but could do more to be inclusive to all. <input type="checkbox"/> Some content uses media and formats to enhance learning. <input type="checkbox"/> Some images, representations, readings and sources reflect diversity. <input type="checkbox"/> 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. <input type="checkbox"/> Some activities require learners 	<p>1 Point per Bullet</p> <ul style="list-style-type: none"> <input type="checkbox"/> The design and delivery are not inclusive or accessible to all learners, and do not create a positive learning environment for all. <input type="checkbox"/> The material does not create a positive learning environment for most learners. <input type="checkbox"/> Content uses minimal or no media and formats to enhance learning. <input type="checkbox"/> Images, representations, readings and sources do not reflect diversity. <input type="checkbox"/> Activities do not require learners to connect course content to their own lives and/or reflect on course content in relation to a variety of perspectives.

	own communities and/or social and cultural groups of reference, and the socio-cultural backgrounds of others.	to connect course content to their own communities and/or social and cultural groups of reference, and the socio-cultural backgrounds of others.	<input type="checkbox"/> 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	<u>17</u> / 18 Possible Points		
Pedagogy Comments	<p>The Word file content may not address all learning styles and needs, but it does address a varied group of learners and is welcoming and appropriate for all diverse groups. The document does require students and educators to apply the learning and reflects a variety of perspectives throughout. The document is inclusive to diverse groups and can easily be used within all communities.</p> <p>As a note to instructors: to enhance learning, consider determining how the learning occurs through a learning styles inventory so both the instructor and the learner know how the information is being processed. That information will be beneficial because the instructor can formulate specific learning outcomes and be more directive and concise in the material. There are various inventories available online and in print.</p>		
Design and Pedagogy Resources	<p>Image Collection Drop Box: https://www.dropbox.com/home/NGJAC%20Images</p> <p>Student Engagement AMEy link https://harper-academy.net/on_demand/aemy/index.html#userbookmark_AEMy-main</p> <p>Check for Understanding link: https://www.edutopia.org/sites/default/files/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf</p>		

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