

## 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.

<b>Learning Material Title</b>	<b>Future Fuels Level 200 Instructional Guide</b>		
<b>Learning Material URL</b>			
<b>File Type and Size</b>	Docx, 831 KB		
<b>Reviewer</b>	Fieth Consulting, LLC Team		
<b>Date Review Completed</b>	2/2/2024		
<b>Total Score (Content + Pedagogy Scores)</b>	____ 36 ____ / 39 Possible Points		
<b>Criteria</b>	<b>Exemplary</b>	<b>Fair</b>	<b>In Progress</b>
<b>Content</b>	3 Points per Bullet	2 Points per Bullet	1 Point per Bullet <input type="checkbox"/> Content rarely or never represents diverse

**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 accurately reflects the experiences and perspectives of underrepresented groups.
- Content demonstrates a deep understanding of the complexities of diversity, equity, and inclusion.
- Learners are able to see themselves represented in the course content and/or discipline.
- Multiple viewpoints and perspectives on course topics are included and represented accurately.
- Evidence of equitable access to course materials and spaces for all learners clearly exists.
- Content is well-organized and easy-to-follow.

- Content somewhat represents diverse perspectives and experiences.
- Content somewhat accurately reflects the experiences and perspectives of underrepresented groups.
- Content demonstrates a basic understanding of the complexities of diversity, equity, and inclusion.
- Learners may be able to see themselves represented in the course content and/or discipline occasionally but not consistently.
- Multiple viewpoints and perspectives on course topics are sometimes included and may be represented accurately.
- Some evidence of equitable access to course materials and spaces for all learners exists.
- Content is somewhat organized but may not be easy-to-follow.

- perspectives and experiences.
- Content inaccurately reflects the experiences and perspectives of underrepresented groups.
- Content demonstrates little understanding of the complexities of diversity, equity, and inclusion.
- Learners are not able to see themselves represented in the course content and/or discipline.
- Multiple viewpoints and perspectives on course topics are not included and/or represented accurately.
- No evidence of equitable access to course materials and spaces for all learners exists.
- Content is disorganized and difficult to follow.

Content Score	_____19_____ / 21 Possible Points
Content Comments	<p>The introductory unit of Future Fuels Level 200 is thoughtfully organized with a clear sense of purpose and logical structure. The engaging content caters to diverse groups, allowing a wide range of individuals to envision themselves in the field of employment it represents. Its versatility is evident in its suitability for teaching at various levels, accommodating both beginners and advanced learners with ease. Educators have the flexibility to adapt the material to higher levels, tailoring it to their specific objectives. The instructor's notes contain extensive information, enabling instructors to delve into the subject matter at almost any depth, ensuring a positive impact on the learners' understanding.</p>
Design Resources	<p>Image Collection Drop Box: <a href="https://www.dropbox.com/home/NGJAC%20Images">https://www.dropbox.com/home/NGJAC%20Images</a>  Student Engagement AMEy link  <a href="https://harper-academy.net/on_demand/aemy/index.html#userbookmark_AEMy-main">https://harper-academy.net/on_demand/aemy/index.html#userbookmark_AEMy-main</a>  Check for Understanding link:  <a href="https://www.edutopia.org/sites/default/files/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf">https://www.edutopia.org/sites/default/files/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf</a></p>

<p style="text-align: center;"><b>Pedagogy</b></p> <p style="text-align: center;"><b>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.</b></p>	<p style="text-align: center;"><b>3 Points per Bullet</b></p>	<p style="text-align: center;"><b>2 Points per Bullet</b></p>	<p style="text-align: center;"><b>1 Point per Bullet</b></p>
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The design and delivery are inclusive and accessible to all learners, taking into account diverse learning styles and needs.</li> <li><input type="checkbox"/> The material creates a welcoming and inclusive environment for all learners regardless of identity.</li> <li><input checked="" type="checkbox"/> Content effectively uses a variety of media and formats to enhance learning and increase learner engagement.</li> <li><input checked="" type="checkbox"/> Images, representations, readings and sources strongly reflect diversity.</li> <li><input checked="" type="checkbox"/> Activities require learners to connect course content to</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The design and delivery are generally inclusive, but some areas may warrant improvement to better accommodate diverse learners.</li> <li><input checked="" type="checkbox"/> The material creates a positive learning environment for most learners but could do more to be inclusive to all.</li> <li><input type="checkbox"/> Some content uses media and formats to enhance learning.</li> <li><input type="checkbox"/> Some images, representations, readings and sources reflect diversity.</li> <li><input type="checkbox"/> Some activities require learners to connect course content to their own lives and/or reflect</li> </ul>	<ul style="list-style-type: none"> <li><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.</li> <li><input type="checkbox"/> The material does not create a positive learning environment for most learners.</li> <li><input type="checkbox"/> Content uses minimal or no media and formats to enhance learning.</li> <li><input type="checkbox"/> Images, representations, readings and sources do not reflect diversity.</li> <li><input type="checkbox"/> Activities do not require learners to connect course content to their own lives</li> </ul>

	<p>their own lives and/or reflect on course content in relation to a variety of perspectives.</p> <p><input checked="" type="checkbox"/> 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.</p>	<p>on course content in relation to a variety of perspectives.</p> <p><input type="checkbox"/> 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.</p>	<p>and/or reflect on course content in relation to a variety of perspectives</p> <p><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.</p>
<b>Pedagogy Score</b>	<p>___17___ / 18 Possible Points</p>		
<b>Pedagogy Comments</b>	<p><b>While the content within the Word file may not cater to every learning style and need, it effectively engages a diverse range of learners and maintains a welcoming and suitable environment for all. The document necessitates students and educators to actively apply their learning, incorporating a myriad of perspectives. Its inclusive nature makes it adaptable to diverse groups, ensuring seamless integration within all communities.</b></p> <p><b>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.</b></p>		
<b>Design and Pedagogy Resources</b>	<p>Image Collection Drop Box: <a href="https://www.dropbox.com/home/NGJAC%20Images">https://www.dropbox.com/home/NGJAC%20Images</a></p> <p>Student Engagement AMEy link  <a href="https://harper-academy.net/on_demand/aemy/index.html#userbookmark_AEMy-main">https://harper-academy.net/on_demand/aemy/index.html#userbookmark_AEMy-main</a></p> <p>Check for Understanding link:  <a href="https://www.edutopia.org/sites/default/files/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf">https://www.edutopia.org/sites/default/files/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf</a></p>		

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