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	**Future Fuels Level 200 PPT**
Learning Material URL	
File Type and Size	**PPT, 4.58 MB**
Reviewer	**Fieth Consulting, LLC Team**
Date Review Completed	**2/2/2024**
Total Score (Content + Pedagogy Scores)	_____36_____ / 39 Possible Points

Criteria	Exemplary	Fair	In Progress
Content	**3 Points per Bullet**	**2 Points per Bullet**	**1 Point per Bullet** ☐ 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	This presentation for Future Fuels Level 200 demonstrates a purposeful and logically structured organization of content. The presentation allows individuals from varied populations to envision themselves in the field of employment it represents. Its flexibility enables seamless adaptation from introductory to advanced teaching, supported by its well-structured framework. Instructors have the freedom to adapt the material to higher levels based on their objectives, class levels, and participation dynamics. The versatility of the material allows for impactful use in various teaching approaches, positively influencing learners. The comprehensive information within the instructor's notes further empowers educators to explore the subject matter at virtually any depth of understanding.
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	2 Points per Bullet	1 Point per Bullet
	☑ The design and delivery are inclusive and accessible to all learners, taking into account diverse learning styles and needs.	☐ The design and delivery are generally inclusive, but some areas may warrant improvement to better accommodate diverse learners.	☐ The design and delivery are not inclusive or accessible to all learners, and do not create a positive learning environment for all.
	☐ The material creates a welcoming and inclusive environment for all learners regardless of identity.	☑ The material creates a positive learning environment for most learners but could do more to be inclusive to all.	☐ The material does not create a positive learning environment for most learners.
	☑ Content effectively uses a variety of media and formats to enhance learning and increase learner engagement.	☐ Some content uses media and formats to enhance learning.	☐ Content uses minimal or no media and formats to enhance learning.
	☑ Images, representations, readings and sources strongly reflect diversity.	☐ Some images, representations, readings and sources reflect diversity.	☐ Images, representations, readings and sources do not reflect diversity.
	☑ Activities require learners to connect course content to	☐ Some activities require learners to connect course content to their own lives and/or reflect	☐ Activities do not require learners to connect course content to their own lives

	their own lives and/or reflect on course content in relation 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.	on course content in relation to a variety of perspectives. ☐ 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	_____17_____ / 18 Possible Points		
Pedagogy Comments	The Powerpoint, while not exhaustive in addressing every learning style and need, adeptly caters to a diverse group of learners, cultivating a welcoming and inclusive atmosphere. It encourages active engagement from both students and educators, interweaving a diverse array of perspectives throughout. Its inclusive nature renders it flexible and applicable to diverse groups, guaranteeing its seamless integration within any community. 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.		
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**		