

Developing An Equity Action Plan

Activity Templates

Created by CTE CoLab partners, with leadership from Sandy Goodman and Jen Vanek at World Education, Inc. the activities templates in this document were used to guide the 12 colleges participating in the CTE CoLab College Community of Practice through key milestones required to develop an Equity Action Plan for their credit bearing, online CTE programs. While developed for the CTE community college context, the toolkit may be useful for 4-year colleges, training providers, community-based and nonprofit organizations seeking to improve education and career outcomes for students of color who are learning online.

About the CTE CoLab and College Community of Practice

The CTE CoLab aims to reduce equity gaps for students of color—especially students who are Black, Latinx, or Indigenous—enrolled in credit-bearing online postsecondary CTE programs. Funded by ECMC Foundation, the CTE CoLab is a collaboration led by the Urban Institute in partnership with the following organizations: World Education, Inc., the National Council for Workforce Education, the University of Pittsburgh School of Education, the Instructional Technology Council, the National Coalition of Advanced Technology Centers, and Sandra Grace Consulting LLC. This coalition supports the College Community of Practice—a group of community and technical colleges—to build knowledge, center equity in program goals and delivery, and develop and share resources to improve education and career outcomes in online CTE programming. Learn more at <https://ctecolab.org/>.

The Equity Action Planning Process

The figure (Figure 1) on the following page outlines the five steps in developing Equity Action Plans. Templates for activities are provided to complete activities 1-4: revisiting goals, completing the equity practices assessment, developing/refining the equity action plan, and planning for sustainability.

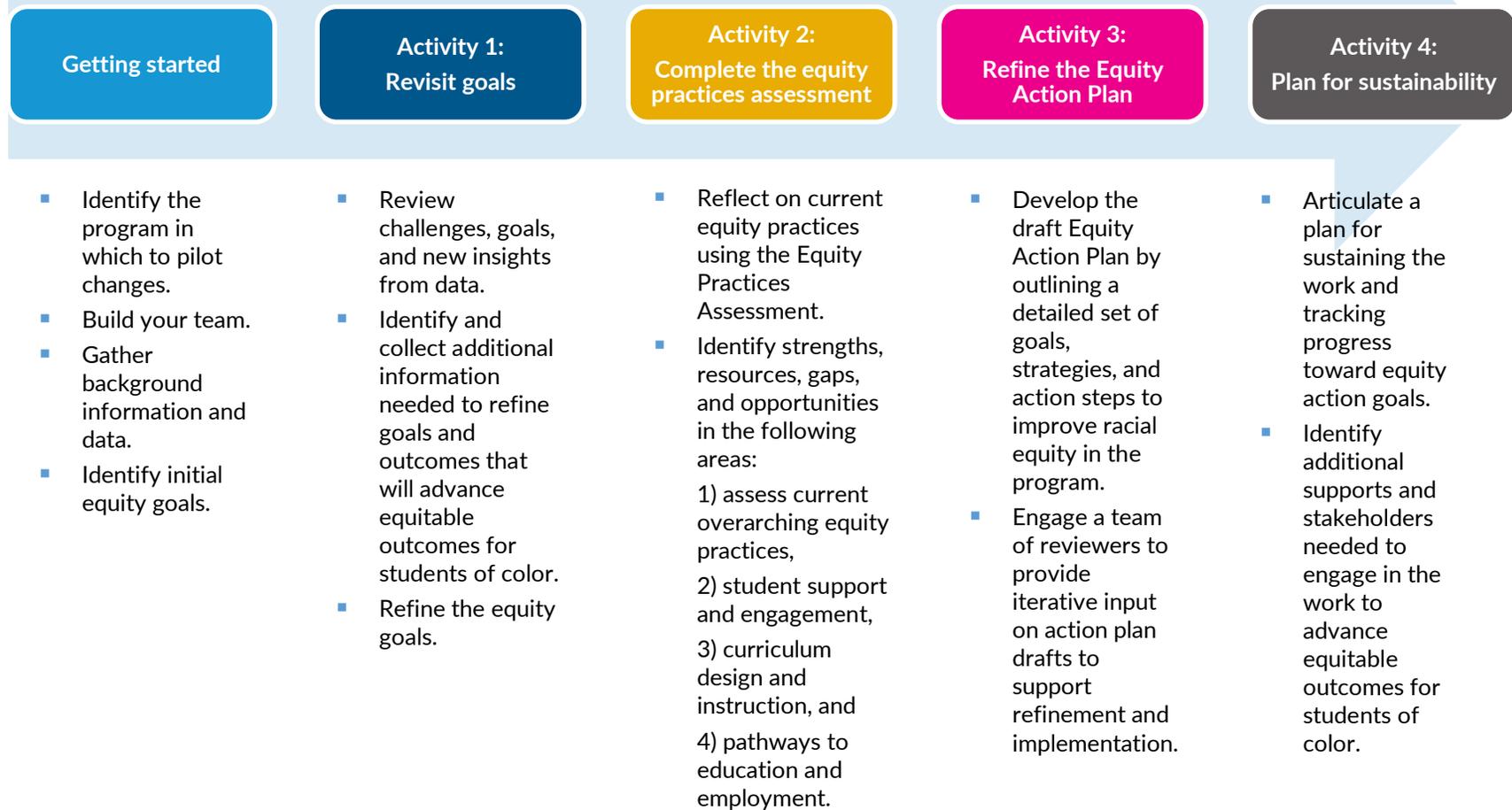
Additional Resources

To support your journey, you can review the [CTE CoLab Toolbox](#) and this evolving [Equity Glossary](#) for strategies and resources we've developed along the way.

FIGURE 1

Equity Action Planning Process Overview

Through out the process, colleges continued to collect student and instructor feedback and implement and refine strategies.



Activity #1: Revisit goals

In this activity, your team should reflect on the challenges and goals you have for advancing racial equity and the data that informs them. This activity gives your team time to take stock of what you understand about equity challenges in your program and push yourselves to be specific and clear in your inquiry: which students of color are affected by the challenges you have identified? How are they affected? What information, observations, and data inform your understanding of these challenges?

1. Reflect on your initial planning conversations, specifically on the following questions.
 - What equity-focused goals will you pursue through this planning process? Describe where you see opportunities, challenges, inequities, resources and strategies to improve outcomes or experiences for students of color in the program.
 - Describe the major challenges you have experienced in the delivery of online and/or technology-enhanced learning (e.g., hybrid) coursework in your focus program.
2. Identify two to four equity-focused challenges you identified in your initial planning conversations.
3. For each challenge identified, is there a specific racial or ethnic group of students that is specifically impacted by this challenge? Describe and reflect on how they are affected.
4. What data/evidence (both quantitative and/or qualitative) was used to identify each challenge and the specific group of students who are impacted? If data weren't available, this would be a good time to collect it.
5. Are there additional data (quantitative and/or qualitative) you can seek out and review to better understand each challenge?

When thinking about data, consider information of various types from multiple sources. This might include student academic records; enrollment, course, and program outcomes; instructor or student survey data; early alert metrics; use of support services; credential completion; and employment outcomes. In addition, qualitative insights from lived experience (from students, faculty, staff, or partners) can be valuable to inform your work. These can be collected through focus groups, interviews, feedback forms, or informal conversations. It is always important for this work to disaggregate quantitative data and descriptions of experience by race and ethnicity, as well as other important demographics like gender.

6. What are the goals and strategies identified that address the challenges named? If specific goals and strategies weren't provided, your team can start to brainstorm ideas.
7. Use the attached Equity Action Plan Activity #1 Template to document your work. You may include additional elements that are helpful to your team's process.

Note: While you'll use this activity to build on, refine, and further investigate the challenges and goals identified in your planning conversation, you do not have to commit to including all of the goals and strategies in your action plan. Your priorities may evolve and shift as you work through the rest of the steps in this process.

Challenge #1	
Data/evidence of challenge	
Which group/s of students are directly impacted? How?	
Additional data needed to better understand the challenge and potential strategies.	
Goals, strategies, resources identified to address the challenge.	

Challenge #2	
Data/evidence of challenge	
Which group/s of students are directly impacted? How?	

<p>Additional data needed to better understand the challenge and potential strategies.</p>	
<p>Goals, strategies, resources identified to address the challenge.</p>	

<p>Challenge #3</p>	
<p>Data/evidence of challenge</p>	
<p>Which group/s of students are directly impacted? How?</p>	
<p>Additional data needed to better understand the challenge and potential strategies.</p>	
<p>Goals, strategies, resources identified to address the challenge.</p>	

Challenge #4	
Data/evidence of challenge	
Which group/s of students are directly impacted? How?	
Additional data needed to better understand the challenge and potential strategies.	
Goals, strategies, resources identified to address the challenge.	

Activity #2: Complete Equity Practices Assessment

Before developing your action plan, take some time to engage in further reflection and program assessment. Use this Equity Practices Program Self-Assessment tool *to reflect on your current program practices, strengths, and resources that you can build on*, and identify new practices to include in your Equity Action Plans.

The self-assessment addresses four areas of practice:

1. Overarching equity practices
2. Student support and engagement
3. Curriculum design and delivery
4. Pathways to education and high-quality employment

These areas are overlapping and not mutually exclusive but provide a framework for organizing and prioritizing strategies to consider in your action plan. In each section, we provide a few examples of equity practices, but note that this list is in no way exhaustive. We encourage you to add practices that you currently implement and want to build on, as well as new practices to consider piloting in your Equity Action Plan.

As you work through this program self-assessment, remember to consider whether and how you incorporate these practices into online formats as well as face-to-face. On the last page, you'll find a list of resources and tools for developing related equity practices in each implementation area. We hope that you will identify and develop additional resources to add to include over time.

1) Overarching Equity Practices

These practices provide a foundation for building the capacity across faculty and staff to better understand and address equity gaps in order to apply practical strategies outlined in the other implementation areas.

Ratings: (0) Not yet a practice		(1) Emerging practice	(2) Established practice
Use of Disaggregated Data	Rating 0-2	Describe your established and/or emerging practices or identify key challenges to the practices not yet implemented. (Cells will expand to accommodate content.)	
Program collects and reviews student enrollment, academic progress, outcomes, post-completion, transfer, work-based learning, employment data, etc. Data are disaggregated and analyzed by race, ethnicity, gender identity, socio-economic status, and other factors to inform recruitment, placement, and program improvement.		Established/emerging practices:	
		Key challenges:	
Professional Learning for Faculty and Staff	Rating 0-2	Describe your established and/or emerging practices or identify key challenges to the practices not yet implemented.	
Program implements and accesses opportunities for faculty and staff to develop equity consciousness and build skills to deliver high-quality instruction, advising, and other program support online.		Established/emerging practices:	
		Key challenges:	
Program Marketing and Recruitment Practices	Rating 0-2	Describe your established and/or emerging practices or identify key challenges to the practices not yet implemented.	
Diversity is explicitly stated as a value in the program materials. Recruitment includes targeted efforts to reach Black, Latinx, and Indigenous students. Program marketing and recruitment materials are reviewed with an equity lens to avoid deficit-based		Established/emerging practices:	
		Key challenges:	

representation. Examples of deficit-based representation include overrepresentation of: Black and Brown students in developmental education; Asian and white students in accelerated pathway programs; and female students in occupations that are traditionally female.		Key challenges:
Using Technology To Support Student Success	Rating 0-2	Describe other established and/or emerging practices or identify key challenges to the practices not yet implemented.
Program has a process in place to assess and provide for students' technology needs to ensure they have access to tools required for specific programs and courses. This includes hardware, software applications, broadband, and development needed for engaging in learning.		Established/emerging practices:
		Key challenges:
Digital skill-building is scaffolded and reinforced throughout the semester. This includes technical support and opportunities for digital skills instruction.		Established/emerging practices:
		Key challenges:
Other Overarching Practices	Rating 0-2	Describe other established and/or emerging practices or identify key challenges to the practices not yet implemented.
		Established/emerging practices:
		Key challenges:
		Established/emerging practices:
		Key challenges:

2) Student Support and Engagement

These practices are designed to cultivate a sense of belonging, assess student needs and respond holistically, and identify and maximize student strengths and assets.

Ratings: (0) Not yet a practice (1) Emerging practice (2) Established practice		
Student Engagement	Rating 0-2	Describe your established and/or emerging practices or identify key challenges to the practices not yet implemented.
Program provides an orientation to program expectations, faculty and staff, support services, and opportunities for work-based learning, and post-completion employment.		Established/emerging practices:
		Key challenges:
Program faculty and program staff inquire about past education, employment, and lived experiences of each student (e.g., assessment of assets, strengths, transferable skills) to incorporate into career advising and instruction.		Established/emerging practices:
		Key challenges:
Faculty and program staff have a process in place (e.g., periodic surveys or focus groups throughout the semester) to seek student perspectives on course content, instruction, career exploration and exposure activities, and overall experience in the program to inform curriculum and instructional approaches.		Established/emerging practices:
		Key challenges:

Academic and Personal Support	Rating 0-2	Describe your established and/or emerging practices or identify key challenges to the practices not yet implemented.
Faculty and program staff are able to direct students (including those in online classes) to information about student support services and include resource information in program materials and course syllabi. These include academic and linguistic support, health and wellbeing resources, technology support, financial and basic needs, resources for students with disabilities, etc.		Established/emerging practices:
		Key challenges:
Program faculty and staff proactively partner with campus-wide support services and engage advisory committee members to identify community supports.		Established/emerging practices:
		Key challenges:
Program advisors employ resources and strategies to consider students' technology access/needs, family and work responsibilities and schedules, and long-term goals when helping them choose courses and programs.		Established/emerging practices:
		Key challenges:
Other Student Support and Engagement Practices	Rating 0-2	Describe other established and/or emerging practices or identify key challenges to the practices not yet implemented.
		Established/emerging practices:
		Key challenges:
		Established/emerging practices:
		Key challenges:

3) Curriculum Design and Instruction

These instructional practices, whether face-to-face or remote, are designed to encourage, respect, and incorporate students' diverse lived experience, knowledge, and ways of learning to foster equitable learning outcomes.

Ratings: (0) Not yet a practice (1) Emerging practice (2) Established practice		
Equitably Designed Course and Learning Activities	Rating 0-2	Describe your established and/or emerging practices or identify key challenges to the practices not yet implemented.
Faculty develop an equity-conscious syllabus that is informed and guided by teaching and learning practices that recognize, respect, and utilize the diverse lived experiences and cultural and linguistic knowledge of students.		Established/emerging practices:
		Key challenges:
Faculty and program staff employ culturally relevant materials and assignments that respond to and reflect students' backgrounds and interests. Faculty review curriculum and texts periodically to identify implicit bias.		Established/emerging practices:
		Key challenges:
Courses include a variety of activities that enable students to demonstrate knowledge and apply learning in a variety of ways, including collaborative tasks and project-based learning.		Established/emerging practices:
		Key challenges:
Course activities promote strategic grouping of students to enable students to consider problems from a variety of perspectives, to foster connections, break down stereotypes, and enhance students' cultural proficiency.		Established/emerging practices:
		Key challenges:
Instructors apply principles of Universal Design to maximize flexibility in ways students access learning content and demonstrate learning.		Established/emerging practices:
		Key challenges:
Technology Access and Use	Rating 0-2	Describe your established and/or emerging practices or identify key challenges to the practices not yet implemented.

Instructors design course activities with an understanding of learner access to hardware, software, and broadband capacity. Alternative, yet equitable, low-tech assignment options are made available or technology resources are provided to students that enable them to engage fully with the course.		Established/emerging practices:
		Key challenges:
Instructors orient students to course technologies, assist with onboarding, and provide ongoing support to help students make use of required technologies.		Established/emerging practices:
		Key challenges:
Facilitating Learning	Rating 0-2	Describe your established and/or emerging practices or identify key challenges to the practices not yet implemented.
Instructors actively monitor student learning to understand learner needs and respond by adjusting instruction, offering supplemental resources, and/or tutorials.		Established/emerging practices:
		Key challenges:
Other Curriculum Design and Instruction Practices	Rating 0-2	Describe other established and/or emerging practices or identify key challenges to the practices not yet implemented.
		Established/emerging practices:
		Key challenges:
		Established/emerging practices:
		Key challenges:

4) Pathways to Further Education and Meaningful Employment in the Field of Study

These practices are designed to promote equitable career pathways by engaging advisory board members and industry partners in the work of addressing racial equity gaps in recruitment and hiring, identifying racially diverse industry role models, and expanding opportunities for relevant work-based and applied learning.

Ratings: (0) Not yet a practice	(1) Emerging practice	(2) Established practice
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Using and Sharing Data	Rating 0-2	Describe your established and/or emerging practices or identify key challenges to the practices not yet implemented.
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<p>Program shares disaggregated data with advisory board, industry partners, and four-year transfer institutions for the purpose of identifying and addressing racial equity gaps.</p>		<p>Established/emerging practices:</p>
		<p>Key challenges:</p>
<p>Equitable Career and Education Pathways</p>	<p>Rating 0-2</p>	<p>Describe your established and/or emerging practices or identify key challenges to the practices not yet implemented.</p>
<p>Advisory board and industry partners represent a critical mass of racially/ethnically diverse students and communities. These members are encouraged and empowered to give meaningful input to guide the program's priorities and activities.</p>		<p>Established/emerging practices:</p>
		<p>Key challenges:</p>
<p>Program engages advisory board members and industry partners in identifying and addressing racial equity gaps in recruitment, hiring, and career advancement, as well as opportunities for work-based learning, on-the-job training, and apprenticeships.</p>		<p>Established/emerging practices:</p>
		<p>Key challenges:</p>
<p>Program engages partnering four-year institutions, workforce development training providers, and community-based organizations in identifying and addressing racial equity gaps in continuing education and transfer opportunities.</p>		<p>Established/emerging practices:</p>
		<p>Key challenges:</p>
<p>Career advising considers job quality, including wages, benefits, scheduling, opportunities for meaningful work, opportunities for advancement, and whether workplaces are racially diverse/inclusive. Advisors share up-to-date labor market information with students.</p>		<p>Established/emerging practices:</p>
		<p>Key challenges:</p>

<p>Program staff explicitly acknowledge the history of exclusion and strategies for self-advocacy, self-care, and support networks in a white-dominated workplace.</p>		<p>Established/emerging practices:</p>
		<p>Key challenges:</p>
<p>Other Pathways Practices</p>	<p>Rating 0-2</p>	<p>Describe other established and/or emerging practices or identify key challenges to the practices not yet implemented.</p>
		<p>Established/emerging practices:</p>
		<p>Key challenges:</p>
		<p>Established/emerging practices:</p>
		<p>Key challenges:</p>

Resources

Overarching Equity Practices

- [Brave Dialogues: A Guide to Discussing Racial Equity in Career and Technical Education](#)
- [Disaggregating Data in the Context of Program Review \(OCCRL\)](#)
- [Equity-Minded Change Leadership](#)
- [Unpacking Equity and Access](#)

Student Support and Engagement

[Care for Student Playbook \(section on syllabi\)](#)

[Centering Equity-Mindedness in Syllabus Construction](#)

[Examples of High Hope Syllabus Features \(Dr. Cia Verschelden\)](#)

[Student Support – How Faculty Can Support Student Mental Health](#)
[Syllabus Review Guide for Equity-Minded Practice](#)

Curriculum Design and Instruction

[Asset-Based Equity-Minded Approaches to Teaching and Learning](#)
[Centering Equity-Mindedness in Syllabus Construction](#)
[Equity-Minded Approaches for Cultivating Student Engagement in the Classroom](#)
[Global CTE Toolkit](#)
[Inclusive Teaching at University of Michigan](#)
[Online Teaching Can Be Culturally Responsive](#)
[Peralta Online Instruction Equity Rubric](#)
[Principles of Universal Design](#)
[Social Identity Wheel Activity](#)
[Some Practical Ideas for Confronting Curricular Bias](#)

Pathways to Further Education and Meaningful Employment in Field of Study

[Advancing Workforce Equity: A Guide for Stakeholders](#)
[Advance CTE-Learning that Works Resource Center/Access and Equity](#)
[Employer Diversity, Equity & Inclusion Toolkit](#)
[Educating Employers in Hiring and Onboarding Processes that Promote Diversity, Equity, and Inclusion](#)
[Manufacturing Institute's Case Studies on Workplace Diversity and Inclusion](#)
[National Alliance for Partnerships in Equity \(NAPE\)](#)
[National Association of Colleges and Employers \(NACE\) – DEI \(Diversity, Equity and Inclusion\) Best Practices](#)
[National Association of Colleges and Employers \(NACE\) DEI Tools](#)
[Transfer Access Self-Assessment Inventory](#)
[A Trauma-Informed Approach to Workforce](#)

Activity #3: Develop/Refine the Equity Action Plan

The Equity Action Plan (EAP) development will conclude with an activity prompting you to outline a detailed set of goals, strategies, and action steps, informed by the previous activities, that will guide your work to improve racial equity in your program. The resulting EAP will help your college team articulate the broader vision and goals for the project, prioritize strategies in each area, assign lead responsibilities, create a timeframe, identify resources, and identify partners (who else should be involved), as well as potential challenges to achieving each goal.

Activity 3: Equity Action Planning

Use this template to outline goals, strategies, and key action steps that your team will implement. This is **your Equity Action Plan**. It will guide and sustain your program's racial equity work moving forward. It is a living document that is meant to be adapted and to evolve as you learn more, accumulate experience, and assess the effectiveness of your strategies. This template can serve as a foundation for you to build on and develop detailed internal work plans to guide the implementation of each strategy. Copy and use the template/table for each goal you develop.

Goal #1:
What specific data findings (quantitative and qualitative) and observations informed this goal?
How will achieving this goal advance racial equity?
How will you know you are making progress? What data will you use to track and evaluate progress and success?
Who stands to benefit from achieving this goal?
Could there be unintended consequences of this goal? If so, for whom? How can they be mitigated?
What institutional policies and assets are in place to support this goal and how will you leverage them?

How will you communicate about your program's equity work and share your progress towards your goals with the broader community of students, faculty, staff, and leadership?

Strategy #1:

Key Action Steps	Timeline	Implementation Lead and Team	Available Resources and Assets	Resource Gaps & Potential Roadblocks

Strategy #2:

Key Action Steps	Timeline	Implementation Lead and Team	Available Resources and Assets	Resource Gaps & Potential Roadblocks

Goal #2:

What specific data findings (quantitative and qualitative) and observations informed this goal?				
How will achieving this goal advance racial equity?				
How will you know you are making progress? What data will you use to track and evaluate progress and success?				
Who stands to benefit from achieving this goal?				
Could there be unintended consequences of this goal? If so, for whom? How can they be mitigated?				
What institutional policies and assets are in place to support this goal and how will you leverage them?				
How will you communicate about your program's equity work and share your progress towards your goals with the broader community of students, faculty, staff, and leadership?				
Strategy #1:				
Key Action Steps	Timeline	Implementation Lead and Team	Available Resources and Assets	Resource Gaps & Potential Roadblocks

Strategy #2:				
Key Action Steps	Timeline	Implementation Lead and Team	Available Resources and Assets	Resource Gaps & Potential Roadblocks

Activity #4: Plan for Sustainability

To see real results in increasing equity and student success requires sustained effort over time. Use the following template to describe how your team will:

1. Continue to update your Equity Action Plan (EAP)
2. What additional supports and stakeholder engagement you need to sustain the progress you have made toward advancing equitable outcomes for students of color.

Like the EAP developed in Activity 3, consider this a living document that is meant to be adapted and to evolve as you assess the effectiveness of the strategies implemented as part of your action plan. This exercise can also be used as a first step in communicating your program's future plans to college leaders and other key partners.

Please answer each question by typing your response below, considering the range of equity action plan goals and strategies you have identified in your EAP in your response.

1. What strategies or action steps have you started to implement?
2. What challenges have you encountered in the implementation of your EAP strategies, and how will you address those challenges moving forward?
3. What is your plan for continuing to track progress toward your equity action plan goals? <i>Please describe, including any plans for benchmarking and using data for case-making.</i>
4. How would additional advocacy or funding support progress toward your racial equity goals?
5. What is one thing you think this grant will change on your campus/virtual campus that will improve the experience for students of color and will have a lasting impact on the institution?
6.
7. Describe one key internal or external stakeholder your team wants to communicate with regarding this work and the goal of that communication effort.