Action Planning for Equity

This tool should be utilized by school leaders with decision-making power, such as Superintendents, Principals, and CTE Directors, to create a practical, usable equity action plan. It should be completed by a small leadership team and draw from the thinking and perspectives of the entire team. This tool should be used in conjunction with the corresponding "Using Data to Identify and Address CTE Opportunity Gaps" workbook and "CTE Opportunity Gap Analysis Report". Leadership should complete this tool after completing Section 7: Identifying Action Steps in the workbook.

REFLECT ON ACTION STEPS

Review the action items from the workbook and list them in the table below. For each action step, rank the items from 1 to 10 based on what step will have the greatest impact and the amount of effort required to implement step, with 1 being the greatest impact/effort and 10 being the least impact/effort.

If your organization has identified more than 10 action steps, simply add to this list and apply the same ranking methodology.
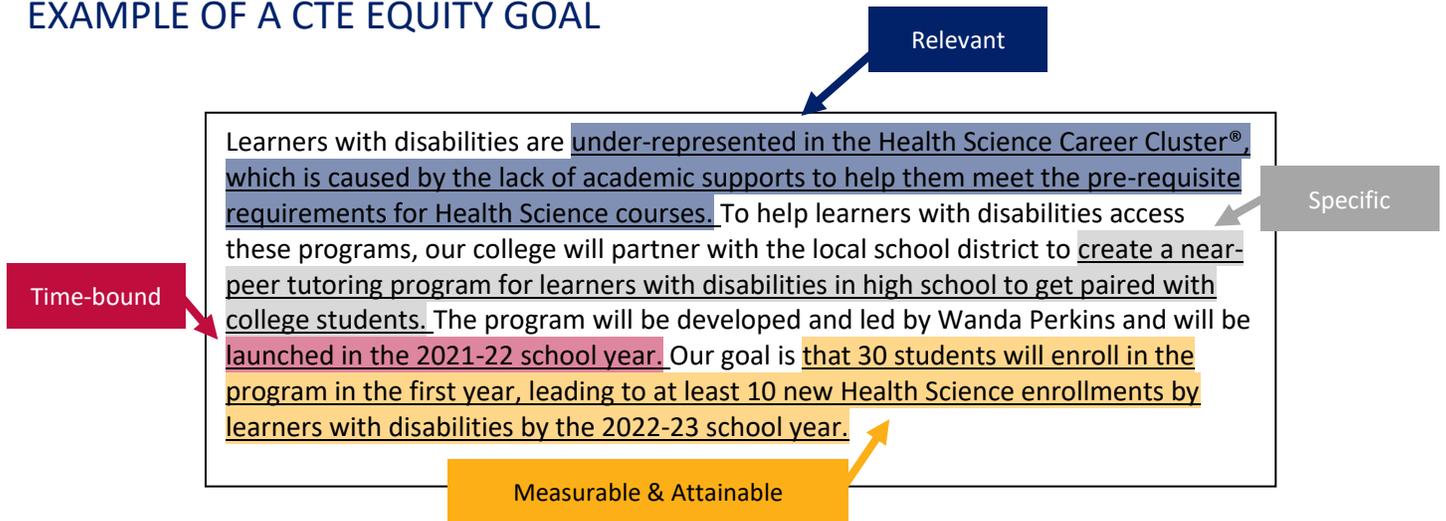
Rating: 1 = Greatest & 10 = Least

Action Step	Impact	Effort

BUILD ON ACTION STEPS

Identify a set of goals you want to achieve to move the needle on equitable access in CTE. Consider the SMART framework for goal setting: goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.

Specific — In as much detail as possible, describe the challenge and what you hope to accomplish. Identify those responsible and accountable for executing the goal.

Measurable — Identify measures of success and how you plan to track progress.

Attainable — Make sure the goal is realistic. Do you have the skill, will, and resources to achieve this goal? If not, what is a more realistic goal? A good SMART goal is both ambitious and attainable.

Relevant — Determine whether this goal is related to your career and technical education vision. How will it help actualize this vision?

Time-bound — Set a specific date when the goal will be achieved.

EXAMPLE OF A CTE EQUITY GOAL

Relevant

Specific

Time-bound

Learners with disabilities are under-represented in the Health Science Career Cluster®, which is caused by the lack of academic supports to help them meet the pre-requisite requirements for Health Science courses. To help learners with disabilities access these programs, our college will partner with the local school district to create a near-peer tutoring program for learners with disabilities in high school to get paired with college students. The program will be developed and led by Wanda Perkins and will be launched in the 2021-22 school year. Our goal is that 30 students will enroll in the program in the first year, leading to at least 10 new Health Science enrollments by learners with disabilities by the 2022-23 school year.

Measurable & Attainable

SET YOUR GOALS FOR EQUITY IN CTE

In the table below, write your goals for equity in CTE. Each goal should describe the problem you are trying to solve, how you will solve it, who will do the work, when it will be accomplished, and how you will measure success. The more specific you can be, the easier it will be to hold yourself accountable for success.

Your CTE Equity Goals	Success Measures

Your CTE equity goals will give you clarity and vision for your action plan. The success of your work, however, will depend on whether or not you can continue to make this a priority and apply the capacity you need consistently over time until it is achieved.

When we think of capacity, we often define it as skill, will and resources. That is to say, do you have the right people on your team who have the right training to put this to action? Is everyone on board who needs to be (and is this a priority for leadership)? And do you have sufficient funding, tools and support to make this goal a reality?

The sections below are designed to help you evaluate your capacity and target resources to help you achieve these goals.

EVALUATING SKILL AND WILL

Think about who else needs to be involved to support implementation of this strategy. Who will help with implementation? Who just needs to be informed? Categorize your stakeholders according to their role in supporting these goals. Are they a **doer** (someone who is actively supporting implementation), a **champion** (someone who is not doing the work but can help build support more broadly), or a **challenger** (someone who might challenge your work)?

Further, how do you plan to involve them in the implementation of this action plan? Will you **inform** them about your intentions and goals, **engage** them in the work (to get input or to build support), or **activate** them to either champion or do the work? For example, if you are expecting opposition from a stakeholder group, you may want to inform them and engage them to get input into your plans. For your champions, a strategy of inform and activate may be more appropriate.

Stakeholder	Office/Group/ Organization	Role doer, champion, challenger	Strategy inform, engage, activate

DOCUMENTING YOUR RESOURCES

Resources include funding, tools and supports that fuel implementation of your plan. Some resources may be readily available. Others might require more work, such as submitting a grant or establishing a new partnership. In the table below, document your resources and how you plan to use them to achieve your goals.

Resource	Description	How will you use these resources?	What do you need to do to access these resources?
Perkins V Funding			
State Priority Funding			
CTED Funding			
Local Funding			
Other Financial Resources			
Philanthropic Funding			
In-Kind Resources			
Additional Resource 1			
Additional Resource 2			

WHAT ACTIONS WILL YOU TAKE OVER THE NEXT **60 DAYS** TO ACCOMPLISH THESE GOALS?

Action Steps	Individual Owner	Completion Date

These action items should be incorporated into your Comprehensive Local Needs Assessment.

WHAT ACTIONS WILL YOU TAKE OVER THE NEXT **YEAR** TO ACCOMPLISH THESE GOALS?

Action Steps	Individual Owner	Completion Date

These action items should be incorporated into your Comprehensive Local Needs Assessment.