# **Appendix D:**

Equity and Civil Rights Action Team Summary | 2021-2022

The four goals of the Equity and Civil Rights Action Team are:

1. Implementation of the MOA State Plan.
2. Center on equity in rule making, budgeting, and resource allocation through a close examination of data and partner feedback to identify and interrupt patterns of inequity.
3. Pursue meaningful collaboration with communities and students to provide comprehensive outreach and communication for those who are impacted by decisions regarding CTE.
4. Provide professional development and technical assistance on creating culturally responsive, inclusive, and welcoming CTE classes and programs.

**2021-2022 State Level Accomplishments**

* Used the new data system for the selection processes and investigations, and to conduct an engagement and inclusion audit. Data showed an increase in the diversity of students within programs and equity gaps were closing. Additionally, our biennial report was sent to—and recognized as complete—by OCR at the US Department of Education. (Goal 1)
* Updated resources for school districts and colleges and posted on the internet. (Goal 1)
* Developed internal processes to more closely track training, visits, monitoring, and completion activities. (Goal 1)
* Partnered with other teams in our agency that work primarily with focal student groups to help with rule making and understanding of systems, as well as with other Perkins State Plan Action Teams. Additionally, training was provided on the use of the SPST Decision Tool. (Goal 3)
* Completed the hiring of MOA team members, including a civil rights data analyst. (Goal 1)
* Partnered with other SPST/CCWD work to strengthen systems and improve experiences of CTE students and to provide equity focused technical assistance. (Strategy 2.1, 2.2, 4.1)

**2021-2022 Local Level Accomplishments**

* Our major successes included meeting students where they are and increasing their skills to bridge the gap of CDL, offering a wide variety of in person experiences—on campus and through field trips—and developing new business partnerships.
* Over the last five years, the Portland Community College YESS! (Yes to Equitable Student Success) Program has identified six priority areas in improving equitable accessto higher education: Career Pathways, Advising Redesign, strategic course scheduling, unmet financial need, ESOL/ABE, and a tech-assisted student care network. The biggest changes in supporting students have been through developing pathways certificates in CTE, implementing assigned advisors, creating an alert system for students who may need additional support or referral, implementing improvements to the college’s course scheduling process, improving support and on-ramps to pathways for ESOL and ABE students, and developing strategies to support students with financial need. This has been a large refocusing effort across the PCC district to ensure that students in CTE and all disciplines are receiving more equitable access to educational opportunities. PCC now has over 22 CTE programs participating in career pathways offering over 45 career pathways certificates.
* We promoted all of our programs in both English and Spanish, including websites and social media posts.

**Next Steps**

* Training around equity and data analysis
* Zooming in on intersectionality
* Updating websites to post current resources
* Identifying schools for visits using data in early fall
* Partnering with HQPOS, CCL, WBL
* Expanding surveys to use during MOA visits to include parents and staff as well as students

**Current Action Plan**

**Goal 1 — Implementation of the MOA State Plan.**

* Strategy 1.1 — Expansion of data to be reviewed that includes multiple voices.
* Strategy 1.2 — Transparency for visits and reviews of civil rights laws with a focus on student participation in CTE.
* Strategy 1.3 — Create and use Smartsheet tools for tracking of MOA visits, monitoring, and completion.

**Goal 2 — Center on equity in rule making, budgeting, and resources allocation through a close examination of data and partner feedback to identify and interrupt patterns of inequity.**

* Strategy 2.1 — Strengthen systems to remove barriers that limit student opportunities for participation in, access to, and benefit from CTE.
* Strategy 2.2 — Review nontraditional grants and update processes and procedures to provide more opportunities for underrepresented student populations.
* Strategy 2.3 — Develop and deepen our shared equity stance and Equity Lens.

**Goal 3 — Pursue meaningful collaboration with communities and students to provide comprehensive outreach and communication for those who are impacted by decisions regarding CTE.**

* Strategy 3.1 — Build diverse and Inclusive partnerships.

**Goal 4 — Provide professional development and technical assistance on creating culturally responsive, inclusive, and welcoming CTE classes and programs.**

* Strategy 4.1 — Provide PD and resources to inform partners and subrecipients of best practices aligned with adherence to Civil Rights Laws and student inclusion.