



Equitable
Access
Support
Network

Connecting the Dots

A Toolkit for Designing and Leading Equity Labs

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Background

The Elementary and Secondary Act, Educator Equity Plans, and the Equitable Access Support Network

Title I, Part A of the Elementary and Secondary Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001, required a State educational agency (SEA) that receives a Title I, Part A grant to submit to the U.S. Department of Education (the Department) a plan that describes the steps it will take to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers and the measures that the SEA will use to evaluate and publicly report the progress of the SEA with regards to such steps. In July 2014, the Department asked States to submit new or updated plans with strategies designed to close these equity gaps. Each State compiled their strategies into comprehensive educator equity plans. By December 2015, the Department had accepted educator equity plans for all fifty States, the District of Columbia, and Puerto Rico. Approved educator equity plans are posted on the [Department's website](#).¹

That same month, Congress reauthorized ESEA, as amended by the Every Student Succeeds Act (ESSA). ESSA contains a similar requirement for States to ensure that low-income and minority children are not served at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. It also requires local educational agencies (LEAs) receiving Title I funds to submit plans that explain how they will address gaps in equitable access to their State agencies.

To help States and territories develop and implement their educator equity plans, the Department's Office of State Support funded the Equitable Access Support Network (EASN), which has supported States and territories in the drafting and implementation of educator equity plans. Assistance provided through the EASN has included supporting States as they work with LEAs to ensure that low-income and minority students have the same access to excellent educators as their non-low-income and non-minority peers. The EASN produced this Toolkit to help States plan and execute equity labs, which have become powerful tools SEAs can use to support their LEAs.

What is an equity lab?

In an equity lab, an SEA gathers LEAs and representatives from other key stakeholder groups to assist in the development and implementation of plans to improve access for low-income and minority students to excellent teachers. During a lab, LEAs have an opportunity to examine in greater depth the State's educator equity plan and determine how to align the identified strategies to a local context. Equity labs can kick off crucial conversations about how LEAs, SEAs, and other partners can join forces to overcome racial and socio-economic injustices that may have limited student access to the teachers and education they deserve.



Analysis of State Equity Plans

Equitable Access to Excellent Educators: An Analysis of States' Educator Equity Plans

summarizes trends and commonalities across accepted State educator equity plans and highlights promising practices. The Appendix includes an Overview of each State's educator equity plan.

For whom is this Toolkit intended and what is its purpose?

The EASN designed this Toolkit in collaboration with State Equity Lab leaders and other partner organizations to be used by SEA leaders who are interested in planning and implementing equity labs in their respective States. To this end, this Toolkit provides a step-by-step guide to designing and leading a successful equity lab from start

¹ Plans can be found at: <https://www2.ed.gov/programs/titleiparta/resources.html>.

to finish. As this resource incorporates insights and tools from equity labs that have already taken place across the country, this Toolkit can also help experienced States improve upon their current equity lab efforts by learning from the work of peer States.

What sources of information were used to develop this Toolkit?

The *Toolkit* is a collection of information, resources, and tools compiled from or produced as a result of a comprehensive effort to gather information from leaders of and participants in the nation's first four equity labs that Connecticut, Mississippi, Missouri, and Ohio held in 2016. This research included:

- **A survey:** Results from an online survey completed by equity lab leads from SEAs, the Department, and the EASN helped to identify what worked and what could be improved for future labs.
- **Interviews:** Feedback from structured interviews with leaders of the equity labs helped the EASN identify strategies and practices the *Toolkit* should highlight and the tools and resources it should include.
- **Document Review:** A review of agendas, slide decks, and equity lab materials led to the identification of additional tools and resources.
- **Evaluations:** Participant evaluations of the four equity labs revealed practices and strategies that worked.

How is the *Toolkit* organized?

This Toolkit makes it as easy as possible for any SEA to design and lead a highly successful equity lab. The *Toolkit* begins with a **Quick Start Guide** to provide an overview of a nine-step process for designing, leading, and evaluating an equity lab and then follow through on the results of the equity lab evaluation. The *Toolkit* expands upon each step in this process with detailed information, tools, resources, and research where appropriate. Throughout, icons help users quickly and easily identify the type of information the *Toolkit* is providing at any given point and/or whether there is a resource or tool that the reader can apply.



2016 Equity Labs in Brief

Four States conducted equity labs in 2016. Here are brief descriptions of these equity labs.



Missouri Equity Lab

On January 27, 2016, educational stakeholders from a cross-section of rural, urban, and suburban school districts came together for Missouri's first equity lab. This lab was led by the Missouri Department of Elementary & Secondary Education's (DESE), Office of Educator Quality in partnership with the Center on Great Teachers and Leaders, and the Central Comprehensive Center. The design and delivery of the Missouri Equity Lab was focused on the vision of "*Ensuring Equitable Access to Excellent Educators*." Developers of the equity lab aimed to: (1) introduce the audience to the educational inequities that exist in Missouri; (2) explore school district data, identify root causes, and develop strategies for ensuring equitable access to excellent educators; and (3) build a framework for the development of a district-level educator equity plan to support the Missouri Equity Plan. Building on the success of Missouri's first equity lab, DESE continues to host regional equity labs which have been held on: November 8, 2016, January 17, 2017, February 28, 2017, and March 21, 2017, with plans for more equity labs for the remainder of 2017.



Ohio Equity Lab

On December 6, 2016, the Ohio Department of Education (ODE) partnered with the Department, Batelle for Kids, the EASN, and Westat to host its Educator Equity Lab. ODE invited LEAs to participate based on progress made on local equity plans, and seven community school and district teams joined the meeting. The primary objectives of the meeting were to: (1) advance and refine LEA equity plans for successful implementation; (2) provide model plans to inform other LEAs across the State; (3) increase LEA understanding of the importance of stakeholder engagement in LEA equity planning; and (4) provide feedback to ODE on State/local strategies, data tools, and ESSA equity planning.



Mississippi Equity Lab

On March 29, 2016, the Mississippi Department of Education led its **first equity lab** in partnership with the Department.² The lab was held at Jackson State University in Mississippi, where more than 100 education stakeholders participated in a day-long event focused on ensuring equal access to excellent teachers for the State's students of color and those from low income backgrounds. Participants collectively developed action plans to support the implementation of strategies to recruit, support, and retain excellent teachers in the districts with the greatest equity gaps; offered unique perspectives on the problem and generated potential solutions; shared their experiences for under-resourced schools; discussed efforts to recruit teachers to remote districts; talked about the disconnect between preparation programs and the classroom realities; and considered inequitable access in light of community contexts.



Connecticut Equity Lab

On December 19, 2016, the Connecticut State Department of Education led an Equity Lab with support from the Department and the EASN, held at Central Connecticut State University. Connecticut's Equity Lab was designed to engage eight designated Equity Districts. The primary objectives of the meeting were to: (1) increase understanding of efforts to ensure equitable access nationally and in Connecticut; (2) develop action plans to support and advance State and district-level work to increase equitable access; and (3) increase collaboration and networking across the State to promote ongoing support for equitable access. Throughout the day and with the help of additional stakeholders, district teams created district action plans aligned to the strategies in Connecticut's Educator Equity Plan. Capping off the day, then U.S. Secretary of Education John B. King, Jr. **shared remarks** about the Equitable Access to Excellent Educators Initiative and progress States had made to address equity gaps.

² For more information about the Mississippi equity lab, see the post from HOMEROOM, the official blog of the U.S. Department of Education at <https://blog.ed.gov/2016/04/ed-hosts-first-ever-educator-equity-lab>.

Quick Start Guide

The Quick Start Guide provides an overview of a nine-step process that States may use to design, lead, evaluate, and follow through on an equity lab. In the next section, the *Toolkit* expands upon each step in this process with detailed information, tools, resources, and research where appropriate. Users can click on the hyperlinks below to advance to individual sections they want to review.

Step 1: Decide if an equity lab is right for your State

- Think about what can be accomplished in an equity lab.
- Assess the SEA's capacity to design, lead, evaluate, and follow-up on an equity lab.
- Consider external factors that can influence the success of an equity lab.

Step 2: Identify equity lab lead, design team, potential partners, and champions

- Identify one person who will oversee the equity lab from start to finish.
- Create a design team to support the equity lab lead through the entire process.
- Secure one or more champions who will communicate the purpose of and need for the equity lab, remove barriers, and increase visibility.
- Identify partners who can help you plan.

Step 3: Create an equity lab work plan

- Create a work plan with clearly defined tasks, assignments, and a timeline.
- Establish steps for obtaining approval for major activities.

Step 4: Identify desired outcomes for the equity lab

- Determine what you want participants to know or be able to do at the conclusion of the equity lab.
- Create a plan to measure the success of the equity lab.

Step 5: Identify the date, location, and participants

- Decide which districts you want to participate in the equity lab and why.
- Identify a date that works.
- Identify the "right" location.
- Determine which district stakeholders should participate.

Step 6: Create and implement a communication and engagement strategy

- Promote and advertise the equity lab and provide updates to stakeholders.
- Identify effective methods for engaging districts and stakeholders in equity labs.

Step 7: Design equity lab and create agenda, activities, and materials

- Determine if a pre-lab webinar will be used to build awareness and knowledge.
- Create agenda, activities, slide decks, and evaluation.
- Collect materials to be used as part of the equity lab and any pre-work.

Step 8: Train presenters and facilitators

- Identify key roles and potential stakeholders to fill them.
- Create a training session for all key roles.

Step 9: Debrief, reflect, and plan forward

- Host a debrief meeting with presenters, facilitators, and speakers.
- Convene equity lab design team to plan next steps based on evaluation and debrief data.
- Summarize evaluation findings and next steps.

Step 1: Decide if an equity lab is right for your State

SEAs that are thinking about holding an equity lab should begin by answering an important question: *“Is an equity lab the right strategy for our State?”* This section details how SEAs might answer this and other key questions before beginning to plan a lab.

To complete this step, SEAs should:

- » Think about what can be accomplished in an equity lab.
- » Assess the SEA’s capacity to design, lead, evaluate, and follow-up on an equity lab.
- » Consider external factors that can influence the success of an equity lab.

Think about what can be accomplished in an equity lab.

Deciding if an equity lab is the right strategy should be an SEA’s first consideration. No two equity labs are necessarily alike, but they generally share similar objectives:

- Share the State’s educator equity plan and increase visibility of the State’s work to promote equitable access to excellent educators
- Ensure that local educator equity plans are aligned with State educator equity plans
- Create a sense of urgency around the work of educator equity
- Promote and cultivate partnerships between key stakeholders

If one or all of these objectives aligns with the SEA’s equity goals, an equity lab can be a powerful tool to achieve them.



What is an equity lab?

An equity lab is a convening of districts and other local stakeholders focused on advancing equitable access to excellent educators locally, in alignment with a State’s educator equity plan. An equity lab can be a catalytic force to help close State equity gaps. It is a start of a crucial conversation about how districts, SEAs, and other partners can join forces to overcome racial and socio-economic injustices that may have limited student access to the teachers and education they deserve regardless of background or zip code.

Assess the SEA’s capacity to design, lead, evaluate, and follow-up on an equity lab.

From start to finish, an equity lab requires time, energy, and resources from a host agency. SEAs need to consider carefully if there is sufficient internal capacity to conduct a successful equity lab. There are three basic capacity considerations:

- **Time:** Is there enough time to design, plan for, lead, and follow-up on an equity lab?
- **Energy:** Is there a dedicated equity lab leader and small design team to support this effort? Or, does the SEA have partnerships that can contribute leadership and support? Is there a champion in the SEA to promote the equity lab for statewide visibility and district and partner engagement?



Honoring Districts

“Honoring the time commitment of our district leaders and other representatives is so important. If our Equity Lab is in the morning, we provide breakfast; if it is in the afternoon, we provide lunch. This is how we say thank you.”

–*Andrea Dixon-Seahorn, Missouri Department of Elementary & Secondary Education*

- **Resources:** Are there financial and other resources for an equity lab? Is there meeting space?

Considering these three issues of State capacity can help SEAs make an informed decision about moving forward. The chart below provides information about the time, energy, and resources Connecticut dedicated to its equity lab, including extending its own capacity through partners such as the Department, the EASN, and Central Connecticut State University.



2016 Connecticut Equity Lab At-A-Glance

Capacity		Connecticut Equity Lab
Time		
Planning time	3 months	
Energy		
Dedicated leader	Talent Office Consultant	
SEA champions	<ul style="list-style-type: none"> • Commissioner • Deputy Commissioner • Chief Talent Officer 	
Design team	<ul style="list-style-type: none"> • Connecticut State Department of Education (CSDE) staff • U.S. Department of Education staff • EASN staff 	
Other external partners	Central Connecticut State University	
Resources		
Materials	Provided by CSDE and U.S. Department of Education	
Meeting space	Provided by Central Connecticut State University	
Food	Provided by Central Connecticut State University	

Consider external factors that can influence the success of an equity lab.

There are also external factors that an SEA may want to consider when deciding if an equity lab is the right strategy:

- **Timing:** There are certain times during an academic year when districts and schools are more intensely focused on day-to-day operations, such as academic testing windows and the end of a school year. Consider hosting the equity lab at a time when district and school staff can more readily attend an equity lab.
- **Partners:** It is helpful to have external support as SEAs design and implement a lab. Partners such as the Center on Great Teachers and Leaders, regional comprehensive centers,³ CCSSO, and LEA partners with whom you have close working relationships can extend the capacity of a SEA.
- **Engagement:** LEAs will likely be ready to engage in the equity lab at various levels of commitment, ranging from those who view their completion of local plans as a compliance activity to those who see the effort as a top priority. Consider the potential level of engagement of districts when you build the invitation list.

³ For a list of U.S. Department of Education Comprehensive Centers, please visit: <https://www2.ed.gov/programs/newcccp/awards.html>.

- **Rural participation:** Small suburban and rural school districts may have difficulty devoting staff time and resources to the effort or even find it difficult to travel to the event.

Each State will have its own unique context, ranging from how equity fits into the broader political landscape, the relationship between the SEA and its LEAs, or even the times of the year – given weather – when LEA leaders can and will travel. Once an SEA has determined that an equity lab can help achieve desired outcomes and there is capacity to implement an equity lab from start to finish, it can address the external factors.

Step 2: Identify equity lab lead, design team, potential partners, and champions

Putting together a team to support the implementation of an equity lab every step of the way is essential to the lab's success. The team does not need to be big, nor does it need to be limited to SEA staff. A small team with a dedicated leader, a real champion, and the right partners can achieve great results.

To complete this step, SEAs should:

- » Identify one person who will oversee the equity lab from start to finish.
- » Create a design team to support the equity lab lead through the entire process.
- » Secure one or more champions who will communicate the purpose of and need for the equity lab, remove barriers, and increase visibility.
- » Identify partners who can help you plan.

Identify one person who will oversee the equity lab from start to finish.

Having a dedicated SEA leader to oversee an equity lab from start to finish is essential. In addition to being familiar with the State's educator equity plan, the equity lab lead should be given the time to lead all stages of the effort, approximately 4-6 hours per week during the early planning stages and 10-15 hours a week during the week or two leading up to the lab.

Create a design team to support the equity lab lead through the entire process.

An equity lab is an important undertaking that requires support from a broad team. A small design team can share responsibilities and provide important thought partnership. Ideally, two to four additional leaders will support the work of the equity lab lead. These other design team members can be SEA leaders or external partners who commit to supporting the equity lab through all of its steps. Ideally, the team in its totality possesses a balanced set of knowledge and skills:

- Deep familiarity with the State's educator equity plan;
- Expertise in designing, leading, and evaluating professional development or technical assistance;
- Expertise in communicating and working with LEAs (and ideally relationships with or knowledge of LEAs likely to participate);
- Strong understanding of implementing and scaling statewide reforms; and,
- Solid events management skills and experience.

Finally, to ensure that the design team members have the time to commit to an equity lab, be specific about the timeframe and time needed to design and run a successful equity lab. Refer to Step 3, which will help you estimate both the timeframe for the effort and the time commitments design team members should make.

Secure one or more champions who will communicate the purpose of and need for the equity lab, remove barriers, and increase visibility.

Having one or more champions who are committed to the State's plan to ensure equitable access to excellent educators can make a huge difference in getting the word out, cultivating partners, and engaging districts. There are two main characteristics of an equity champion. First, a champion is committed to addressing educational inequities and is supportive of a State's educator equity plan. Second, a champion is influential with key stakeholders. Equity champions for consideration might be:

- Leaders in organizations focused on addressing inequities in school districts across the State;
- Prominent and influential leaders in organizations working on issues outside of equity; or
- State and local decision makers and policy makers.



The Importance of Champions

"One of the most successful components is that our commissioner, deputy commissioner, and chief talent officer really stood behind the Equity Lab. When we had a slow start, they all got on the phone and personally called the superintendents of those districts. This gave us a lot of traction and excitement."

–*Kim Wachtelhausen, Connecticut State Department of Education*

Identify partners who can help you plan.

There are a number of potential partners you can seek out to help you plan and then implement an equity lab. Consider whether you'll want to include critical friends as participants in your lab, and whether there are other, local partners you can include to serve in this role (see [Step 8](#) for more details).

- **Equity Assistance Centers.** The four Equity Assistance Centers (EACs) are funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. They provide assistance in the areas of race, gender, national origin, and religion to public school districts to promote equal educational opportunities. The EAC in your region can be found [here](#).⁴
- **Regional Educational Laboratories.** The 10 Regional Educational Laboratories (RELs) located across the country work in partnership with SEAs and others to use data and research to improve academic outcomes for students, including providing SEAs with technical assistance. The 10 Centers listed by region can be found [here](#).⁵
- **Comprehensive Centers.** The U.S. Department of Education funds 22 comprehensive centers, 15 are focused on a region, seven focus on specific content. The 15 regional centers help States implement ESSA and other related Federal school improvement programs and help increase the capacity of States to assist their districts and schools. Comprehensive centers by region are listed [here](#).⁶
- **Council of Chief State School Officers (CCSSO).** Through its Educator Workforce program, [CCCSO](#) has and continues to play an active role in State equity planning and implementation.
- **U.S. Department of Education.** The Department's Teacher and Principal Ambassador Fellows and staff from the Office of State Support have helped States plan and implement equity labs.⁷

⁴ For a list of U.S. Department of Education Equity Assistance Centers, please visit: <https://www2.ed.gov/programs/equitycenters/contacts.html>.

⁵ For a list of U.S. Department of Education Regional Educational Laboratories, please visit: <https://ies.ed.gov/ncee/edlabs/>.

⁶ For a list of U.S. Department of Education Comprehensive Centers, please visit: <https://www2.ed.gov/programs/newcccp/awards.html>.

⁷ To contact the Office of State Support program officer for your State, please visit: <https://www2.ed.gov/about/offices/list/oese/oss/contacts.html>.

Step 3: Create an equity lab work plan

The equity lab work plan ensures that all team members are aware of and on track to meet expectations. This work plan provides clarity and will help leaders keep all participants accountable for meeting deadlines.

To complete this step, SEAs should:

- » Create a work plan with clearly defined tasks, assignments, and a timeline.
- » Establish steps for obtaining approval for major activities.

Create a work plan with clearly defined tasks, assignments, and a timeline.

A successful work plan clearly defines tasks, deadlines, and owners and also leaves space to update the status of individual items. The work plan should include all of the action items necessary for the event, including allowing time for multiple iterations of materials, and be accessible to all team members.



Sample Equity Lab Work Plan for Ohio Equity Lab

TASK	DEADLINE	LEAD	STATUS
Determine location for lab	10/17/16	ODE	Complete
Finalize objectives and outcomes	10/18/16	ODE	Complete
Identify target districts to invite	10/25/16	ODE	In process
First draft of participant agenda	10/25/16	EASN	In process
Identify stakeholders	10/25/16	ED/ODE	In process
Send save-the-date to target districts	10/28/16	ODE	Not started
Plan all lab logistics	11/8/16	ODE	Not started
First draft of annotated agenda	11/8/16	EASN	Not started
Determine registration process	11/8/16	ODE	Not started
Finalize participant agenda	11/15/16	EASN	Not started
Second draft of annotated agenda	11/15/16	EASN	Not started
Develop first draft of lab materials and slide deck	11/15/16	EASN	Not started
Invite speakers/presenters	11/15/16	ODE	In process
Send formal invitation to districts with pre-work	11/15/16	ODE	Not started
Finalize annotated agenda	11/22/16	EASN	Not started
Review all lab materials	11/22/16	ED/ODE	Not started
Confirm lab attendees	11/29/16	ODE	Not started
Finalize lab logistics (meeting space, A/V, food, etc.)	11/29/16	ODE	In process
Pre-meeting with district teams	11/29/16	ED/ODE	Not started
Provide training for presenters and facilitators	11/29/16	ED/ODE	Not started
Finalize all materials	12/2/16	EASN	Not started
Equity Lab	12/6/16		
Debrief convening and outline next steps	12/13/16	All	Not started

Establish steps for obtaining approval for major activities and materials.

States can differ in their approval processes for activities and purchases (such as meeting space and food) as well as final sign-off on materials. It's important that the design team know how final decisions are made, incorporate this information into the work plan, and follow the State leadership directives to avoid snags in the planning process. Also, the work plan should incorporate the amount of time it typically takes to make these decisions.

Step 4: Identify desired outcomes for the equity lab

Being clear about the purpose of the equity lab is also essential to its success. This section outlines a process by which an SEA can identify the desired outcomes of the lab and steps toward creating a plan to gather feedback from participants to evaluate whether those outcomes have been achieved.

To complete this step, SEAs should:

- » Determine what you want participants to know or be able to do at the conclusion of the equity lab.
- » Create a plan to measure the success of the equity lab.

Determine what you want participants to know or be able to do at the conclusion of the equity lab.

Determining what you want to accomplish is an important early step in designing a successful equity lab. By starting with the end in mind—what you want participants to know or be able to do as a result of participating in an equity lab—you can guide the development of activities that will help participants achieve desired outcomes. Think of outcomes as the measurable results that will help you evaluate the success of your lab.

Starting with outcomes in mind, an SEA might ask: What are the actions we want participants to take as a result of an equity lab? Once you identify the changes you seek, the actions you will undertake at the equity lab follow. The chart below, *Identifying Equity Lab Outcomes*, is a tool that SEAs can use to identify desired outcomes and select activities to achieve both the outcomes themselves and the overarching goal of the equity lab: *advancing equitable access to excellent educators in LEAs*. These are not the only outcomes that can be achieved or activities that can be executed in an equity lab. States can borrow from these or select others in part or whole. Further, the actions presented are those at a high level without detailed descriptions. For instance, for any of the actions, a State might organize participants in small or large groups, facilitate a panel discussion, or take other measures to execute the action.



Missouri's Three Primary Objectives for the Equity Lab

- **Introduce** participants to educational inequities that exist in our state as outlined in the Missouri Equity Plan.
- **Explore** school district data, identify root causes, and develop strategies for ensuring all students have access to excellent educators.
- **Provide** a framework for the design of a Local Equitable Access Plan to address equity gaps in alignment with the Missouri Equity Plan.

Create a plan to measure the success of the equity lab.

Outcomes not only inform the design of an equity lab, they are the basis of a clear measurement plan. Once the design team settles on outcomes, the next step—before beginning the design of an equity lab—is to create a plan that identifies how the team will measure the intended outcomes. Importantly, the identification of outcomes and related measures should happen before the team plans detailed activities or creates agendas. Creating a plan for measuring outcomes is quite simple. The chart below, *Sample Measures & Methods for Common*



Identifying Equity Lab Outcomes



Equity Lab Outcomes, provides a sample set of outcomes, measures, and data collection methods that are all aligned. [Appendix A](#) offers a simple template for capturing these important foundational components of an equity lab: goals, objectives, outcomes, and measures.

Surveys are a common data collection tool for equity labs that can be easy and efficient to administer to collect feedback about the event. Equity lab leaders used electronic surveys to capture feedback, input, and interest in attending future equity labs and/or related activities from lab participants. [Appendix B](#) provides examples of survey items used in 2016 equity labs as well as a resource for designing surveys.



Sample Equity Lab Work Plan for Ohio Equity Lab

Outcomes	Measures	Data Collection Method
Increased awareness of work the State has been doing and plans to do to promote equitable access to excellent educators.	# of participants who download the State Educator Equity Plan following the equity lab	Website analytics
	# of participants in the equity lab	Document review of participant list
	# of participants who can identify educational inequities in the State and the SEA's work to address them	<ul style="list-style-type: none"> • Survey • Focus Group • Interview
Increased understanding of the key components in the State Educator Equity Plan.	# of participants who can articulate the key components of the State Educator Equity Plan	<ul style="list-style-type: none"> • Survey • Focus Group • Interview • Observation of participants' related discussions and questions
Completed district action plans that align to the strategies in the State Educator Equity Plan and address local root causes.	# of completed district action plans	Document review of district action plans
	# of completed district action plans that align to the State Educator Equity Plan	Document review and analysis of alignment of district action plans and State Educator Equity Plan
Articulated immediate action steps to address educational inequities.	# of participants who articulate immediate action steps that indicate a sense of urgency	<ul style="list-style-type: none"> • Survey • Focus Group • Interview • Observation of participants' sharing out of immediate next steps and related discussions
	# participants who take immediate action within 1-3 months of an equity lab	<ul style="list-style-type: none"> • Survey • Focus Group • Interview • Document review of district action plans
Increased number of partnerships with equity-focused organizations and other visible and influential organizations in the State.	# of participants and other key stakeholders who reach out to offer help to the SEA	<ul style="list-style-type: none"> • Documentation of partner outreach

Step 5: Identify the date, location, and participants

Once the purpose of the equity lab has been identified, it's important to drill down into the details: when, where, and who. Identifying the right date and location are critical to securing the participation of the right stakeholders and their successful development and execution of local educator equity plans.

To complete this step, SEAs should:

- » Decide which districts you want to participate in the equity lab and why.
- » Identify a date that works.
- » Identify the "right" location.
- » Determine which district stakeholders should participate.

Decide which districts you want to participate in the equity lab and why.

The rationale for deciding who should attend and why can vary by State and be influenced by a number of factors, including:

- **Location.** Larger States may choose to conduct multiple labs by region and would thus restrict attendees to those LEAs in a particular region or area.
- **Need.** Consider ensuring that the LEAs with the greatest identified equity gaps participate.
- **District type.** Some States may choose to differentiate by district size or type (rural, suburban, urban, etc.) to either ensure a mix of participants or to target certain groups.
- **Level of engagement.** Some districts may consider equity planning to be a compliance activity; others may make it a top priority. A State therefore might want to start with districts that have the greatest will to align their educator equity plans to the State's.

Whatever your State decides, the decision should be heavily influenced by the equity lab outcomes previously identified.

Identify a date that works.

It's important to choose a date that both aligns with the equity planning timeline and works for a majority of desired attendees, especially those from LEAs. Make sure that your champions and other key stakeholders can attend. If you're planning on inviting school-level staff, such as teachers, consider providing funds for substitute teacher coverage or utilizing already scheduled in-service or professional development days.



The Power of Equity Labs

"In Missouri, we don't define who should come—we simply extend an invitation for any school district to participate. In each lab, we have had a variety of urban, rural, suburban, and charter schools. When they all get into the room and discover commonalities, it is an amazing conversation that you cannot really plan for. There is nothing like getting everyone in the same room at the table to have discussions about educational inequities. When courageous district leaders and other educational stakeholders show up—that's what makes an Equity Lab successful. We convene to talk about equity gaps across the state and show them a tool they can use to address those gaps, and encourage them to make it happen."

—*Andrea Dixon-Seahorn, Missouri Department of Elementary & Secondary Education*

Identify the “right” location.

Determining the location of the equity lab is equally important. The equity lab should be held in a location central to attendees. If the Lab is offered to districts statewide, a location in the center of the State may work best. If you plan to offer regional labs, the location of the lab should be central to participants from the relevant region or in a hub in which they regularly gather. Also, consider travel time for attendees. Though not always possible in States with large stretches of rural landscape, ideally, attendees can travel to and from the lab’s location on the same day, keeping the cost and time commitment for attendees to a minimum.

Make sure to secure meeting space early on in the planning process (and ideally before a final date for the lab has been communicated). Oftentimes, if an SEA does not have available meeting space, a partner organization will.

Determine which district stakeholders should participate.

Among district team members should be those responsible for carrying out the local educator equity plan and empowered to make decisions about school processes/procedures, human resources, and/or professional development. It is also important to include school staff, especially from smaller districts, to ensure buy-in by principals and teachers to confirm that the equity planning strategies make sense, though LEA teams should not exceed four or five (to allow for maximum engagement and sharing of ideas) and should be populated only by those whom the LEA believes can actually advance the work.



Connecticut Equity Lab

The planners of the Connecticut Equity Lab invited the Connecticut Teacher of the Year to speak during lunch. She provided an on-the-ground perspective for why equity work is important. Inviting a student can also be a powerful statement for participants and can be an effective reminder of what’s at stake.

Step 6: Create and implement a communication and engagement strategy

Putting together and implementing a communication and engagement plan well in advance of the equity lab is essential to its success. Stakeholders not only need to know that you will conduct a lab but also how their participation in it will make it easier for them to complete their own plans and better serve their students. Engaging them, however, is more complex than simply communicating with them. Stakeholder involvement in the planning and implementation of the lab sends a strong signal that their ideas and work are valued, and spreads ownership for the lab itself and the State- and local-level activities that will emerge from it.

To complete this step, SEAs should:

- » Promote and advertise the equity lab and provide updates to stakeholders.
- » Identify effective methods for engaging districts and stakeholders in equity labs.

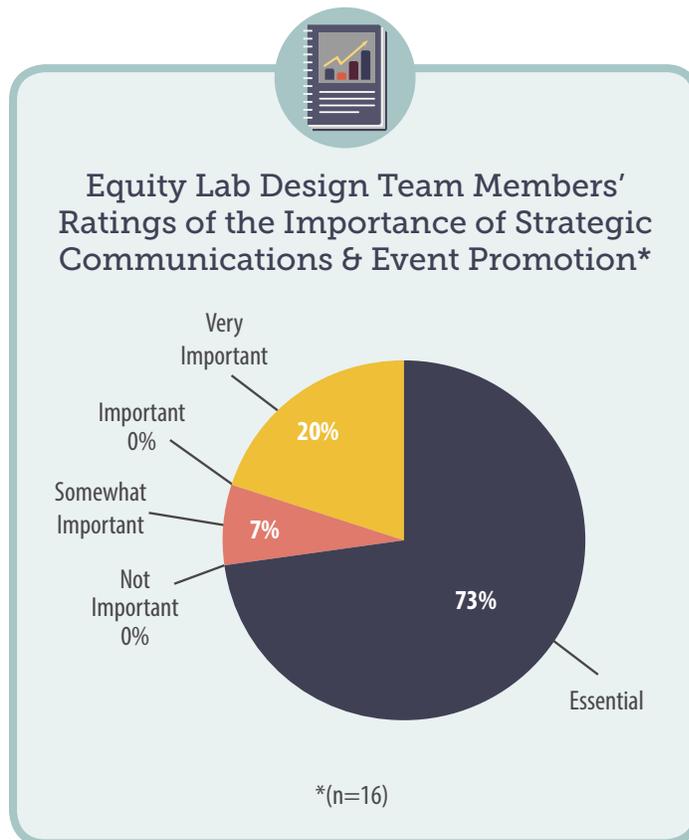
Promote and advertise the equity lab and provide updates to stakeholders.

States that have already conducted equity labs report that strategic communications and event promotion contribute to the equity lab's success. In fact, in a survey of equity lab design team members, 13 of 16 respondents said they were essential or very important.

Strategic communications can take many forms. Equity lab leads reported that personal phone calls and emails to potential participants were the most effective methods of communication, followed by face-to-face discussions. This is especially important when checking the RSVP list and identifying who has not responded. Face-to-face conversations or personal phone calls may help secure participation.

SEAs can use many channels to communicate with district leaders, including several from the *Moving Toward Equity Stakeholder Engagement Guide* from the Center on Great Teachers and Leaders' [Equitable Access Toolkit](#):

- **Materials.** Develop and disseminate printed materials.
- **In-Person Meetings.** Provide opportunities for personal interactions to exchange information, engage in productive dialogue, and gather input and feedback.
- **Digital Media and Electronic Communication Strategies.** Create instant, anytime access to documents and information through digital media (such as websites, databases, webcasts, and podcasts). To drive audiences to these materials and information, implement electronic communication strategies, such as electronic mailing lists and e-mail blasts. Respond to input in a timely manner.



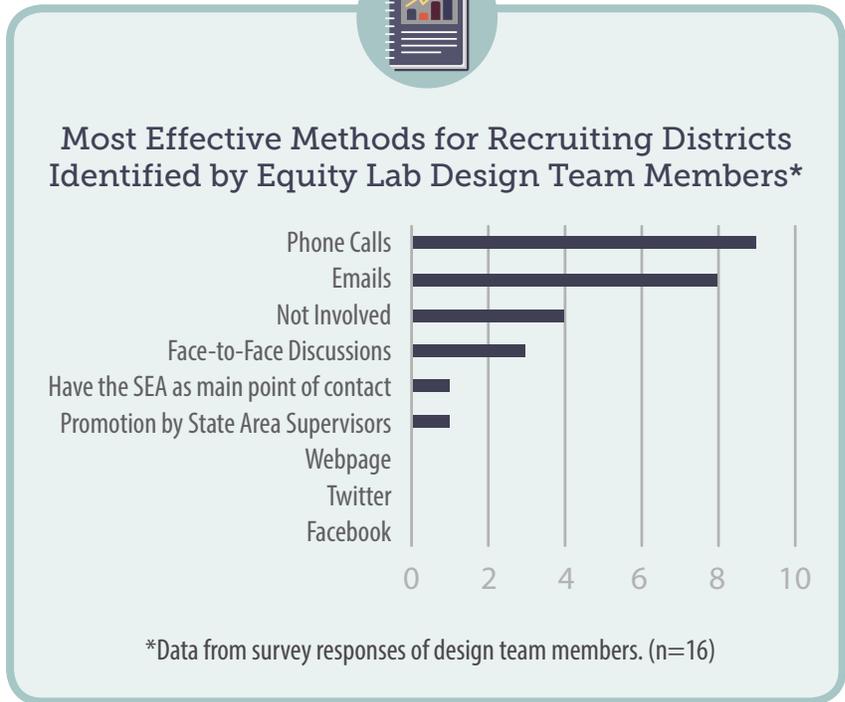
- **Social Media.** Capitalize on the growing preference for online communication channels by using multiple social media platforms. Social media can be used not only to disseminate information but also to collect input and feedback.⁸

It is also important to send out a save-the-date notice as quickly as possible so that potential participants can clear their calendars if necessary. This step should be built into the work plan.

Identify effective methods for engaging districts and stakeholders in equity labs.

Communication is only one form of engagement, however. SEAs can use other methods to engage LEA leaders whom the State agency targets for participation. As in any endeavor, stakeholders want to feel like they have ownership, that they or their colleagues are involved in planning and implementation, and that an initiative and/or an event is not simply happening to them. SEAs can increase the level of engagement by involving participants in the planning and implementation of the equity labs. Consider the following strategies to increase involvement:

- Invite respected LEA leaders to be members of the design team;
- Invite LEAs to present information about their district’s efforts during the equity lab;
- Have district leaders, superintendent councils, or State associations issue joint communications so that districts across the State understand that the lab has the support of those working on the ground;
- Send advance communications to select leaders within LEAs asking for feedback on the design of the lab and remember to ask for their feedback after the lab has been completed;
- Follow-through on those communications so that participants know you have listened to their voices; and
- Involve willing participants in the development and issuance of a report that documents what happened at the lab, what next steps are, and whom they might contact at the State to become part of ongoing efforts.



⁸ To review the Center on Great Teachers & Leaders Stakeholder Engagement Guide in its entirety, visit: <http://www.gtlcenter.org/learning-hub/equitable-access-toolkit/stakeholder-engagement-guide>.

Step 7: Design equity lab and create agenda, activities, and materials

The equity lab design team should spend considerable time preparing the agenda, activities, and materials for the lab to best achieve the stated outcomes from Step 4. Make sure to start this step well in advance of the lab so that there is time to iterate on these details and share with key stakeholders for feedback.

To complete this step, SEAs should:

- » Determine if a pre-lab webinar will be used to build awareness and knowledge of the State’s educator equity plan.
- » Create agenda, activities, slide decks, and evaluation.
- » Collect materials to be used as part of the equity lab and any pre-work.

Determine if a pre-lab webinar will be used to build awareness and knowledge.

A pre-webinar for LEA participants will help provide them with a sense of the purpose of the event and what they can hope to accomplish. It will also allow for LEA teams to ask questions in advance, think through any data or other materials they may want to prepare in advance, and identify how they would like to spend team time. Finally, it affords the lab planners an opportunity to uncover any issues or questions not previously surfaced and to develop a plan for addressing those at the lab. To ensure that participants are able to adequately prepare for the equity lab, make sure to hold the webinar 1-3 weeks prior to the event. Also consider holding the webinar during two or three different dates/times so that participants with varying schedules can join. Record the webinar so that those who cannot participate in real time can listen to the webinar on their own.

A rough agenda for the webinar should include:

- An overview of the meeting objectives and agenda;
- Background on the State’s equitable access work to-date;
- Explanation of any pre-work LEA teams should complete prior to the lab;
- Ideas for how each LEA team can best prepare and materials they may consider bringing with them;
- Reminders on the basics of lab logistics, such as location and time, availability of Wi-Fi, whether meals will be provided, the dress code, and parking options.



Over 90% of 2016 equity lab planners surveyed recommend that 60% to 80% of the time spent at an equity lab is dedicated to district team time. Equity lab participants in Connecticut rated district team time as the activity of most value to them.

While some of this content will likely need to be repeated at the beginning of the lab itself, covering it through a pre-lab webinar will allow LEA participants to “hit the ground running” during the event.

Create agenda, activities, slide decks, and evaluation.

A strong agenda will help ensure a successful equity lab. Make sure to spend a lot of time building an agenda that meets the objectives outlined in Step 4. Most equity labs will balance presentations on topics such as the State educator equity plan, with LEA “team time” (i.e., time to allow the LEA participants to review local equity gap data, determine root causes of gaps, and/or identify strategies to incorporate into their draft local educator equity plan),

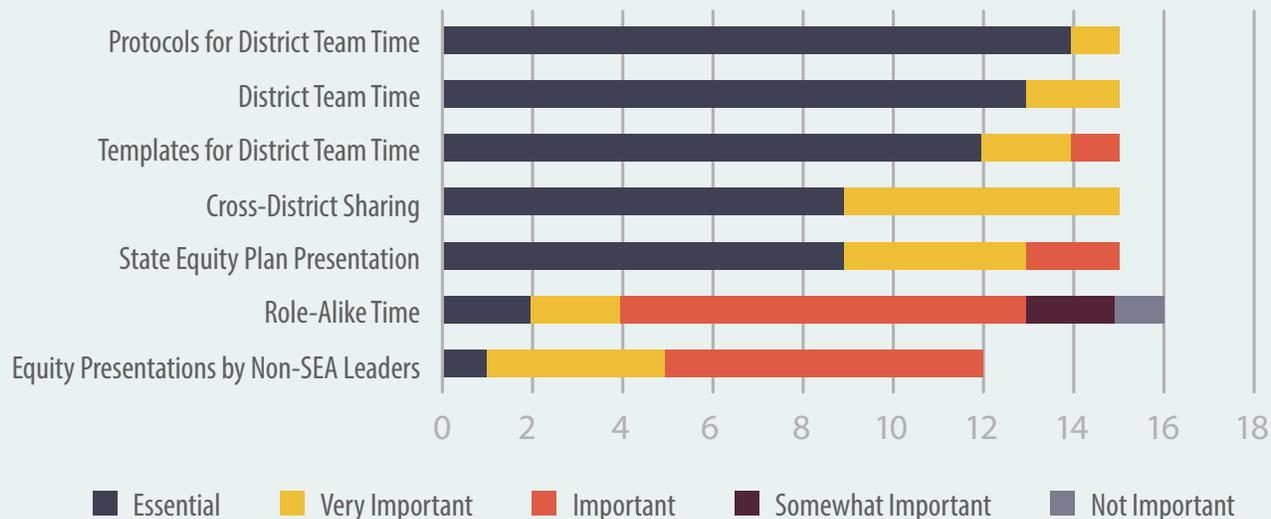
and cross-LEA sharing of challenges, strategies, or portions of their local educator equity plans. Some equity labs also will include role-alike time for those in similar positions across districts to come together to discuss solutions and strategies that participants in a specific role (e.g., human resources) can implement to address equity gaps. For a sample agenda from Mississippi, see [Appendix C](#).

In post equity lab surveys that equity lab leads have collected, LEA teams have rated “team time” as the most essential component of previous equity labs. As you develop the lab agenda, make sure to think through how best to structure team time, using critical friends and others to facilitate the teams effectively.

Make sure to also develop a post-lab evaluation, to be administered at the end of the event. Be sure to leave time at the end of the lab to allow participants to give feedback. As previously noted, electronic surveys are a good data collection tool for this purpose. Please review [Appendix B](#) to get additional tips for data collection and evaluation.



Importance Ratings for Activities Identified by Equity Lab Design Team Members



Collect materials to be used as part of the equity lab and any pre-work.

Finally, for this step, it is important to develop and/or collect materials that will help effectively execute the equity lab. This of course, includes meeting slides but could also include tools and templates for group activities, name tags, and table tents. Consider the following questions as you confirm what materials you will need: Is there an easy-to-digest one-pager on the State educator equity plan priorities? How will LEA teams record any decisions they are making towards a local educator equity plan? How will teams prioritize strategies?

In short, make sure to provide the resources that teams can use to get the most out of the day. Ideally these resources would be provided to LEA teams electronically and in advance of the equity lab. Examples of such tools can be found in [Appendix C](#).

Step 8: Train presenters and facilitators

This critical step in the preparation process is often overlooked because it is time-consuming and may be perceived as “extra.” Training presenters and facilitators is an essential step in making sure that equity lab outcomes and objectives are achieved within the planned time.

There are different methods for training presenters and facilitators; however, the purpose of the training remains the same: to ensure they are familiar with: the outcomes; the activities to achieve the outcomes; and the structure, flow, and timing of the equity lab. Creating a dedicated time to review this in detail in advance of an equity lab can help ensure that everyone is clear about their roles and responsibilities. This section provides basic information that can be used to shape a training session.

To complete this step, SEAs should:

- » Identify key roles and potential stakeholders to fill them.
- » Create a training session for all key roles.

Identify key roles and potential stakeholders to fill them.

The *Toolkit* has already identified some key roles in prior steps, including presenters and speakers. However, there are additional roles that can help to make an equity lab successful. These six distinct roles can help to make an equity lab flow smoothly:

- Host/Facilitator
- Speaker
- Presenter
- Small-Group Facilitator
- Critical Friend
- Recorder

There are other partners who can play a role in your State’s event, as facilitators, expert discussants, and critical friends. These partners are often the same as those the *Toolkit* has already identified as those who can help you plan the event and the webinar:

- Equity Assistance Centers
- Regional Educational Laboratories
- Regional Comprehensive Centers
- Council of Chief State School Officers
- Office of State Support from the U.S. Department of Education, including Teacher and Principal Ambassador Fellows

Create a training session for all key roles.

Once you’ve defined roles and identified stakeholders to fill them, it’s important that you offer a training session to ensure that everyone fully understands their role and is ready to deliver.



Live Tweeter - #Equity4ALL

One way to promote equitable access to excellent educators and your equity lab is to identify one person to tweet about your event in real time. Create a hashtag for your equity lab and have a Live Tweeter send out salient quotes, photos, and interesting facts! For an example from the Connecticut Equity Lab, see #CTEquity.

Everyone who is helping to lead an equity lab should be included in this training. The training should be roughly 60-90 minutes and include, at a minimum:

- Introductions
- Description of equity lab outcomes and purpose
- Walkthrough of agenda, slide deck, and materials
- Outline of roles and responsibilities
- Q&A

Training can happen through a virtual meeting well before the equity lab or in an onsite meeting on the morning of or day before the event. There are pros and cons of each approach, as shown below:

Approach	Pros	Cons
Virtual meeting	<ul style="list-style-type: none"> • Better participation: Travel complicates scheduling and pre-meetings before an equity lab. • More lead time: Training in advance provides an opportunity for everyone to get access to materials and time to review them in advance. • External feedback: Walking through the agenda with others is a natural opportunity to “test out” the flow and sequence. Be prepared to make last minute tweaks that can improve or enhance your equity lab. 	<ul style="list-style-type: none"> • Environment: When done in advance, participants do not get a chance to be in the actual equity lab environment to get a sense of it. • Last minute changes: Last minute changes are to be expected. When trainings are done in advance, last-minute changes do not come up. This can require additional updates before an equity lab.
Onsite	<ul style="list-style-type: none"> • Better communication: Face-to-face meetings facilitate communication and provide the trainer an opportunity to see what is making sense and what needs to be clarified. • Final materials: Scheduling a later training ensures more time to respond to last-minute changes and to finalize the meeting agenda and materials. • Environment: An onsite meeting allows the trainer and trainees to get a sense of the space and talk through logistics in real time. 	<ul style="list-style-type: none"> • Fewer participants: Because of travel schedules, it is likely that some people are unable to arrive in time for a training. • Less time for review: Some people like to get materials in hand early so that they can review them. Even if you hand out materials before this onsite meeting, people may not be able to interpret their role and responsibilities independently. • Improvements or enhancements: If people in the training provide important feedback about how to improve or enhance the agenda or materials, it may be too late to make any suggested changes.

Step 9: Debrief, reflect, and plan forward

Collecting and using evidence to improve and provide any additional future support is at the heart of an effective equity lab. SEAs should consider not only collecting feedback from lab participants but also from those who facilitated, presented, or spoke. Sharing the feedback with your equity lab design team so the team can identify ways to improve future labs and support is a necessary near-final step. That final step is to share with lab participants and other stakeholders the evaluation findings and the next steps as determined by the design team.

To complete this step, SEAs should:

- » Host a debrief meeting with presenters, facilitators, and speakers.
- » Convene equity lab design team to plan next steps based on evaluation and debrief data.
- » Summarize evaluation findings and next steps.

Host a debrief meeting with presenters, facilitators, and speakers.

Immediately after the equity lab, debrief the meeting with presenters, facilitators, and speakers. They will have perspectives on how to make future labs even better and also will be able to share their ideas on what next steps the SEA should take to support their LEAs. Some of the essential elements of an effective debrief session include:

Facilitator who can lead the group through structured questions

Recorder to take notes on what works, what can be improved, or next steps

Focus on continuous improvement

Agenda with clear structures and norms for productive sharing

Convene equity lab design team to plan next steps based on evaluation and debrief data.

Once you have collected feedback on the equity lab from participants either before or after the meeting – and synthesized that feedback into findings – hold a meeting with your equity lab design team to review the findings and other information generated through the debrief session and identify next steps that you will apply to the next equity lab or any follow-up activities. Consider developing protocols and procedures for evaluating LEA progress in working towards the stated goals of the equity lab and/or implementing the next steps they committed to at the close of the equity lab. One way to confirm whether LEAs have followed through on their commitments is to develop and distribute 30 and 60 day surveys to evaluate LEA team progress on work post-lab.



Sample Debrief Session Tool

Outcome: Identified successes and areas of improvement for clear next steps for future equity labs

Roles: Facilitator _____

Recorder _____

Process:

1. Welcome everyone (2-3 minutes)
2. Set norms (5 minutes)
3. Share what worked (10 minutes)
4. Share what could be improved and recommend steps for improvement (15 minutes)
5. Sharing of next steps (2-3 minutes)

What worked +	What could be better Δ	Recommended Next Steps
• Idea	Idea	Recommendation for Δ Idea
•		
•		
•		
•		
•		
•		
•		

Next Steps

-
-
-

Summarize evaluation findings and next steps.

Once you have synthesized the information produced by the equity lab evaluation, considered the information generated through the debrief session with facilitators, speakers, and presenters, and met with the equity lab design team, it is important to (1) present the evaluation findings to participants and other key stakeholders in an easy-to-read, digestible but informative format and, (2) include in that presentation the next steps you and your design team plan to take to support additional equity labs and other ongoing efforts.

The summary discussion of survey data should include charts that reflect participant responses to questions they were asked to respond to, such as in the example below.

Ensure that you provide enough written context for the graphic to ensure that readers understand how they should interpret it.

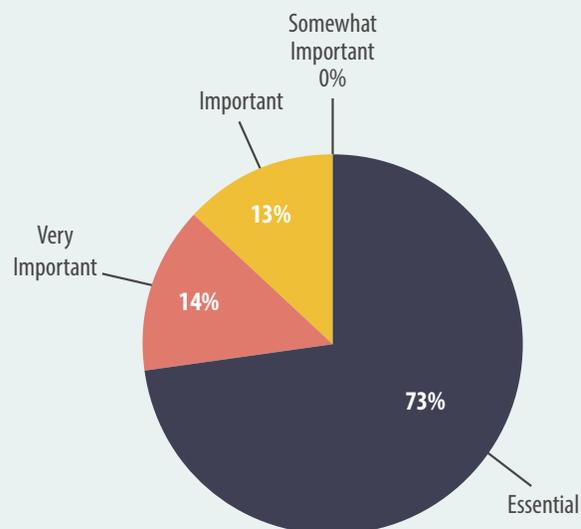
In addition to including charts and graphs, consider adding a section that summarizes any qualitative findings produced by responses to qualitative questions. Qualitative findings might be written this way:

- Respondents generated 12 distinct ideas for how we can improve the equity lab in the future. Many respondents presented ideas that could be categorized as one of three potential changes the State could make: (1) Provide an example of a school district equity plan that is aligned to the State's; (2) Give participants more work time to work on their own plans; (3) Provide more time for district teams to share their ideas with each other.
- In response to how we might improve the agenda and format of programming, a majority of respondents suggested that they did not have any suggestions for improvement; however more than 20% suggested that they would like to see more small and less large group discussion/work time.

Finally, consider concluding the summary with a brief explanation of next steps. For instance, if you draft the report after the equity design team meets to discuss the finding, you might include information on how you will improve the quality of the next equity lab and what the State will be doing in the future to help LEAs with the development and implementation of their local plans.



Importance of Use of Protocols and/or Templates during District Team Time by Equity Lab Participants*



*As reported by Design Team Members (n=16)

Appendix

Appendix A: Equity Lab Measurement Plan

Goal:

Objectives:

Outcome	Measure	Data Collection Method	Timeframe	Participant
		<input type="checkbox"/> Survey <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group <input type="checkbox"/> Interview <input type="checkbox"/> Document Review <input type="checkbox"/> Other		
		<input type="checkbox"/> Survey <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group <input type="checkbox"/> Interview <input type="checkbox"/> Document Review <input type="checkbox"/> Other		
		<input type="checkbox"/> Survey <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group <input type="checkbox"/> Interview <input type="checkbox"/> Document Review <input type="checkbox"/> Other		

Outcome	Measure	Data Collection Method	Timeframe	Participant
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		<input type="checkbox"/> Survey <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group <input type="checkbox"/> Interview <input type="checkbox"/> Document Review <input type="checkbox"/> Other		
		<input type="checkbox"/> Survey <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group <input type="checkbox"/> Interview <input type="checkbox"/> Document Review <input type="checkbox"/> Other		

Appendix B: Sample Equity Lab Surveys and More

Creating an Effective Survey Introduction

Asking the right questions in a survey to measure the effectiveness of a lab is important, but, it is also critical to frame the survey correctly. Here is a checklist for creating an effective survey introduction⁹:

- ✓ **The hook:** an opening that encourages participation in the survey
- ✓ **The purpose of the survey:** the reason you are conducting the survey and a general description of how the results will be used
- ✓ **The value of the participants' input:** the reason people who are invited to take the survey are the best people to provide information for the survey
- ✓ **Length:** how long the survey takes to complete
- ✓ **Due date:** when you would like participants to return the survey
- ✓ **Voluntary and low risk:** assurance that the survey is voluntary and low risk
- ✓ **Description of data security:** description of how you will report the data and information about whether participant names or organization names will be mentioned in any documents
- ✓ **Contact information:** who to contact to get more information about the survey



Introduction to Survey Design

Check out the Regional Educational Laboratory Northwest's [Introduction to Survey Design online tool](#). This resource includes everything you need to know about designing surveys for professional development or technical assistance, including: templates, checklists, and instructional videos.

Sample Evaluation Questions from the Connecticut and Missouri Equity Labs

Asking strong questions that yield important information is important as well. The following questions were asked by Connecticut following its equity lab:

This evaluation, created by the Connecticut State Department of Education and the EASN, is intended to capture broad feedback on the event and identify concrete and specific next steps for follow-up activities with equity lab participants.

1. How valuable was the equity lab in helping you to advance equitable access to excellent educators in your district? (Multiple Choice Responses: Of limited value, somewhat valuable, valuable, very valuable, extremely valuable.)
2. What specific aspects of the equity lab were of value to you?
3. What other support can the [SEA] provide to support your efforts to advance equitable access to excellent educators in your district?
4. How interested are you in continuing to meet together as equity districts? (Multiple Choice Responses: Not interested, Somewhat interested, Highly interested.)
5. If you are interested in future convenings of equity districts, what is the best time of year? (Check Box Responses: spring, summer, winter, fall.)

⁹ Regional Education Laboratory Northwest. Introduction to Survey Design. Retrieved from, <http://relnw.educationnorthwest.org/introduction-survey-design/introducing-survey>.

6. How frequently would you like to meet together as equity districts? (Multiple Choice Responses: Annually, Bi-Annually, Quarterly, Monthly.)
7. What would you like to be included in future equity district convenings (structures or topics)?
8. What other questions or comments do you have for the [SEA]?

Following are the questions asked in the Missouri survey:

The questions are designed to capture detailed feedback on the equity lab as well as participants' understanding before and after the event. Items 1-8 are based on a scale of Strongly Disagree to Strongly Agree, and Items 9-12 are open-ended.

1. The overview of the Missouri Equity Plan provided by DESE helped me better understand the rationale behind the identified six concentration areas at the State level.
2. The materials provided to help focus conversations addressing educational inequities that exist across Missouri were of sufficient depth and breadth to meet the needs of this initial equity lab.
3. The materials developed by the Center on Great Teachers and Leaders (GTL) for helping to focus group efforts in drafting a District equity plan were of high quality.
4. The guided discussions of educational inequities based on local district data were clearly relevant to informing the drafting of a District Equity Plan.
5. The facilitated group work was useful for building a framework for the development of district-level plans to support the implementation of the Missouri Equity Plan.

The following questions pertain to your understanding of the content of the equity lab *before* and *after* your participation. Please indicate the response that best represents your opinion for each item.

- 6a. Prior to participating in this equity lab, I had a good understanding of educational inequities that exist across our State.
- 6b. After participating in this equity lab, I have a better understanding of educational inequities that exist across our State.
- 7a. Prior to participating in this equity lab, I had a good understanding of strategies for achieving at least one goal outlined in the Missouri Equity Plan.
- 7b. After participating in this equity lab, I have a better understanding of strategies for achieving at least one goal outlined in the Missouri Equity Plan.
- 8a. Prior to participating in this equity lab, I had a good understanding of the value of developing a District Equity Plan.
- 8b. After participating in this equity lab, I have a better understanding of the value of developing a District Equity Plan.
9. What "ah HAH" moments did you have during today's equity lab?
10. What about today's equity lab was most useful to you?
11. How will you use the information provided at this equity lab?
12. Is there anything about today's equity lab you would change? If yes, please explain.

Appendix C: Materials and Resources

Equity Lab Team List – Connecticut Equity Lab



Educator Equity Lab Design Team

December 19th, 2016

Role	Organization	Who
Dedicated Leader	Connecticut State Department of Education (CSDE) Talent Office Consultant	<ul style="list-style-type: none"> ▪ Kim Wachtelhausen
SEA Champions	<ul style="list-style-type: none"> ▪ Commissioner ▪ Deputy Commissioner ▪ Chief Talent Officer 	<ul style="list-style-type: none"> ▪ Dr. Dianna Wentzell ▪ Ellen Cohn ▪ Dr. Sarah Barzee
Design Team	<ul style="list-style-type: none"> ▪ CSDE staff ▪ U.S. Department of Education staff ▪ EASN staff 	<ul style="list-style-type: none"> ▪ Shannon Marimon, Abbe Smith ▪ Patrick Kelly, Dr. Monifa McKnight, Dr. Nkemjika Ofodile-Carruthers, Elizabeth Ross ▪ Dr. Sally Kingston, Dr. Monica Young
Other External Partners	<ul style="list-style-type: none"> ▪ Central Connecticut State University 	
Critical Friends	<ul style="list-style-type: none"> ▪ U.S. Department of Education staff ▪ CCSO 	<ul style="list-style-type: none"> ▪ Arthur Everett, Calli Kozlak ▪ David Hendrie

Sample Agenda – Mississippi Equity Lab



In collaboration with



Educator Equity Lab

Tuesday, March 29, 2016

9:30am-4:00pm

Jackson State University

MS e-Center @ JSU, 1230 Raymond Rd., Jackson, MS 39204

Overarching Goal: All students in the state of Mississippi will have equitable access to excellent educators.

Educator Equity Lab Objective: Participants will collaborate with professional colleagues and members of other stakeholder groups in order to develop action plans to support the successful implementation of the Mississippi State Plan to Ensure Equitable Access to Excellent Educators.

9:30am-9:45am	Registration	
9:45am-10:00am	<p>Welcome</p> <p>Setting the Stage and Framing the Day <i>Dr. Albert Carter, Director, MS Teacher Center, MDE</i> <i>Meredith Morelle, Teaching Ambassador Fellow, USDOED</i> <i>Alicia Pérez-Katz, Principal Ambassador Fellow, USDOED</i></p> <p><i>Andrew Amore, Program Director, State Networks, Partners for Each and Every Child</i></p> <p>The Equitable Access to Excellent Educators Initiative <i>Stephanie Washington, Office of State Support, US DOED</i></p> <p>Agenda Overview and Norms of Collaboration <i>Meredith Morelle</i> <i>Alicia Pérez-Katz</i></p>	Main Conference Room

10:00am-10:10am	<p align="center">Building a Community <i>Critical Friends</i></p> <p align="center"><i>Tiffany Jones, Director of Teacher Recruitment, MS Teacher Center, MDE</i></p> <p align="center"><i>Meredith Morelle</i></p>	
10:10am-10:20am	<p align="center">The Mississippi State Plan to Ensure Equitable Access to Excellent Educators: An Overview <i>Dr. Albert Carter and Tiffany Jones</i></p>	
10:20am-10:30am	<p align="center">The Work Ahead:</p> <p align="center">Sharing Ownership for the State Plan to Make Strides in Closing Equity Gaps <i>Meredith Morelle and Alicia Perez-Katz</i></p> <p align="center">Using the <i>Educator Equity Strategies -- Action Guide</i> to Guide Team Planning and Implementation <i>Andrew Amore</i></p>	
10:30am-10:35am	Transition to Stakeholder Breakout Groups	
10:35am – 11:30am	<p align="center">Developing Implementation Plans</p> <p align="center">Phase 1a: Analyzing the Problem & Identifying Priorities and Opportunities for Action Through Your Stakeholder Lens</p>	Breakout Rooms
11:30am-11:35am	Transition to Home Teams	
11:35am-12:10pm	<p align="center">Developing Implementation Plans</p> <p align="center">Phase 1b: Bringing it Home— Sharing Stakeholder Priorities with Home Teams</p>	Main Conference Room
12:10pm-1:00pm	Lunch and ED Talks	
1:00pm-2:30pm	<p align="center">Developing Implementation Plans</p> <p align="center">Phase 2: A Community Approach to Educator Equity Strategies</p>	
2:30pm-2:40pm	Break and Transition to Stakeholder Breakout Groups	
2:40pm-3:10pm	<p align="center">Developing Implementation Plans</p> <p align="center">Phase 3: Supporting Implementation Plans Statewide Through Stakeholder Commitments</p>	Breakout Rooms
3:10pm-3:15pm	Transition to Home Teams	

3:15pm-3:30pm	<p style="text-align: center;">Sharing Commitments <i>Meredith Morelle and Alicia Pérez-Katz</i></p>	Main Conference Center
3:30pm-3:45pm	<p style="text-align: center;">Remarks <i>James Cole, Jr., General Counsel, Delegated the Duties of Deputy Secretary of Education</i></p>	
3:45pm-4:00pm	<p style="text-align: center;">Reflections, Appreciations, and Next Steps <i>Dr. Albert Carter</i> <i>Meredith Morelle</i> <i>Alicia Pérez-Katz</i> <i>Andrew Amore</i></p>	

Sample Agenda – Connecticut Equity Lab



In Partnership with



**Equitable Access
Support Network**

Educator Equity Lab

Monday, December 19, 2016

9:30 AM to 4:00 PM

Central Connecticut State University

Overarching Goal: *All* students in the state of Connecticut will have equitable access to excellent educators.

Educator Equity Lab Expected Outcomes: Participants will collaborate with professional colleagues and members of other stakeholder groups in order to:

- Increase understanding of efforts to increase equitable access nationally and in Connecticut, including the CT State Equity Plan;
- Develop action plans to support and advance state and district level work to increase equitable access; and
- Increase collaboration and networking across the state to promote ongoing support for equitable access.

Time	Activities
8:30am –9:30 am	Registration and Breakfast
9:30 am –9:55 am	<p>Welcome <i>Allan Taylor</i> Chair, Connecticut State Board of Education</p> <p><i>Dr. Dianna R. Wentzell Connecticut Commissioner of Education</i></p> <p>Setting the Stage and Framing the Day <i>Patrick Kelly, Teaching Ambassador Fellow</i> U.S. Department of Education</p> <p>The Equitable Access to Excellent Educators Initiative <i>Elizabeth Ross, Policy Advisor</i> U.S. Department of Education</p>

9:55 am –10:10 am	<p align="center">Building a Community- Perspectives on Equity <i>Dr. Monifa McKnight, Teaching Ambassador Fellow</i> <i>U.S. Department of Education</i></p>
10:10 am –10:30 am	<p align="center">The Connecticut State Plan to Ensure Equitable Access to Excellent Educators: An Overview <i>Dr. Sarah Barzee, Chief Talent Officer Connecticut State Department of Education</i></p>
10:30am –11:40am	<p align="center">Analysis of Strategies for Addressing Equity Gaps within Local Context <i>Dr. Monifa McKnight, Principal Ambassador Fellow</i> <i>U.S. Department of Education</i></p>
11:40 am –12:20 pm	<p align="center">Lunch and Remarks <i>Jahana Hayes, 2016 Connecticut and National Teacher of the Year Waterbury School District</i></p>
12:25 pm –1:00 pm	<p align="center">Analyzing Implementation Strategies in Stakeholder Alike Groups <i>Dr. Sally Kingston, Senior Education Analyst AEM Corporation Education Services</i></p>
1:00 pm –1:10 pm	<p align="center">Break and Transition Back to Constitution Room</p>
1:10 pm –1:45 pm	<p align="center">Developing Action for Plans for Implementation <i>Patrick Kelly, Teaching Ambassador Fellow</i> <i>U.S. Department of Education</i></p>
1:45 pm –1:50 pm	<p align="center">Remarks <i>Governor Dannel Malloy</i></p>
1:50 pm –2:20 pm	<p align="center">Continued Work on Action Plans</p>
2:20 pm –2:25 pm	<p align="center">Break and Pairing of Home Team Groups</p>
2:25 pm –3:15 pm	<p align="center">Gathering Feedback on Action Plans <i>Dr. Monica Young, Director Equitable Access Support Network</i></p>
3:15 pm –3:30 pm	<p align="center">Finalizing Action Plans and Identifying Next Steps <i>Kim Wachtelhausen, Education Consultant Connecticut State Department of Education</i></p>
3:30 pm –3:40 pm	<p align="center">Sharing of Commitments</p>
3:40 pm –3:55 pm	<p align="center">Closing Remarks <i>Dr. John B. King, Jr.</i> <i>United States Secretary of Education</i></p>
3:55 pm –4:00 pm	<p align="center">Reflections, Appreciations, and Next Steps <i>Dr. Sarah Barzee, Chief Talent Officer Connecticut State Department of Education</i></p>

Sample Implementation Planning Questionnaire



In collaboration with



Developing Implementation Plans

Phase 1a: Analyzing the Problem & Identifying Priorities and Opportunities for Action Through Your Stakeholder Lens
PREPARING TO "BRING IT HOME" GRAPHIC ORGANIZER

What are the top priorities/strategies that you want to bring back to your Home Team?

1: _____

2: _____

3: _____

a. These priorities and strategies are relevant to my Home Team because:

b. These people or organizations need to be involved in implementing the priorities and strategies:

c. The desired impact of implementation is:

d. We **have** the following resources to be successful: _____

e. We **need** the following resources to be successful: _____

Sample Effort and Impact Matrix



Effort and Impact Matrix

