



Program Assessment on Equity and Diversity

After school and youth programs have tremendous power to build relationships and create environments that support young people in developing the healthy identities, skills, understandings, and leadership capacities they need in a diverse world.

In many ways the Program Assessment on Equity and Diversity Tool is the centerpiece of this tool kit. This tool is designed to assist program directors and staff members in assessing ten different aspects of their programs through an equity and diversity lens. It offers both a means of “taking stock” of current efforts and a set of benchmarks for the design and implementation of future work. The program assessment process is designed to complement many other activities in the Tool Kit. Some programs will find the assessment most helpful as a synthesizing tool, bringing together what they have learned through the program observations, youth engagement, story sharing, and demographic data collection they have done using other tools. Others may prefer to use it near the beginning of their work on equity and diversity, moving to other activities later, as they seek to go deeper in certain areas.

In either case, we encourage programs to use this tool as a basis for dialogue and to identify areas for further inquiry and development. We suggest that individuals begin by doing the assessment alone, then compare and discuss answers with colleagues.

Instructions:

1. Carve out some time and find a quiet place where you can sit by yourself.
2. Turn to the next page and read the section on Program Mission. Indicate your responses to the checklist of items appearing under the main heading. Then, using the bottom of the page or additional paper, jot down any reflections which come to mind and/or record other efforts your program is making to address the topic in question.
3. Turn to the Assessment Summary page at the back of the tool. Based upon your response to the checklist and any reflections you have added, decide which rating (Strength, Okay, Needs Attention, Urgent, Need More Information) is most appropriate for the topic you have just considered. Circle that rating and add any additional comments you feel would be useful.
4. Repeat this process with each assessment topic until you have completed all of them.
5. Look back over the complete set of ratings to identify your program's areas of greatest strength and greatest need.
6. After completing your own assessment, we encourage you to share, compare, and discuss your results with other program staff.

1. Mission

Our program has a conscious commitment to honoring diversity, promoting access and inclusion, and addressing equity challenges.

Circle your response:

Y=Yes, N=No, S=Sometimes, DK=Don't Know, NA=Not Applicable

Our program is explicitly committed to supporting the healthy social, cultural and cross-cultural, development of our participants.	Y	N	S	DK	NA
Our mission includes teaching values of respect and inclusion for all people.	Y	N	S	DK	NA
Our mission includes helping to address inequities and reduce gaps in opportunities and outcomes among different groups.	Y	N	S	DK	NA
We have a mission statement that includes goals relating to our equity and diversity values.	Y	N	S	DK	NA

2. Staff

Staff serve all participants and families with respect for who they are and with a commitment to diversity and equity.

Circle your response:
Y=Yes, N=No, S=Sometimes, DK=Don't Know, NA=Not Applicable

Our program staff understand, value, and respect the various backgrounds and experiences of participants and their families.	Y	N	S	DK	NA
Our site staff and program leadership reflect the racial, ethnic, linguistic, gender, family, and community characteristics of our participants.	Y	N	S	DK	NA
Staff members are knowledgeable about the different learning styles and special needs of our children and young people.	Y	N	S	DK	NA
Our staff is trained and supported in using instructional strategies appropriate to the populations in the program (e.g. bilingual and English as a Second Language; culturally-based, cooperative learning; Afrocentric teaching; working with different learning styles).	Y	N	S	DK	NA
Our leadership and staff teams universally hold high and equitable expectations for all students in our program.	Y	N	S	DK	NA
Our leadership and site staff consciously work to build respect and trust in our program across boundaries of race, culture, gender, class, ability/disability, sexual orientation, and other areas of diversity.	Y	N	S	DK	NA
Staff members challenge stereotypes and intervene when negative comments are made regarding different ethnic, sexual identity, gender, socioeconomic, or other groups.	Y	N	S	DK	NA
Staff members' efforts on issues of diversity and equity are regularly assessed as part of their performance evaluations.	Y	N	S	DK	NA

3. Training

Our program ensures that all staff members and program leaders have adequate training and capacity to affirm and model equity and diversity in programming, relationships, and outreach.

Circle your response:

Y=Yes, N=No, S=Sometimes, DK=Don't Know, NA=Not Applicable

Our program provides time, resources, and support for ongoing staff and leadership development to strengthen our work on issues related to diversity and equity.	Y	N	S	DK	NA
Our program encourages staff and leadership dialogue, training, and reflection about issues related to young people's culture, ethnicity, and racial experience.	Y	N	S	DK	NA
Our program encourages staff and leadership dialogue, training, and reflection about language diversity and the needs of English Language Learners.	Y	N	S	DK	NA
Our program encourages staff and leadership dialogue, training, and reflection about issues of gender development and gender equity.	Y	N	S	DK	NA
Our program encourages staff and leadership dialogue, training, and reflection about the needs and experiences of lesbian, gay, bisexual, and transgender (LGBT) youth and youth from LGBT families.	Y	N	S	DK	NA
Our program encourages staff and leadership dialogue, training, and reflection about working with disabled or special needs populations.	Y	N	S	DK	NA
Our program encourages staff and leadership dialogue, training, and reflection about issues of class and poverty.	Y	N	S	DK	NA
Our program encourages staff and leadership dialogue, training, and reflection about anti-bias curriculum and approaches.	Y	N	S	DK	NA
Our program encourages staff and leadership dialogue, training, and reflection about cross-cultural learning and conflict resolution.	Y	N	S	DK	NA

4. Environment, Space & Materials

Our program’s environment, space, and materials are affirming and inclusive.

Circle your response:

Y=Yes, N=No, S=Sometimes, DK=Don’t Know, NA=Not Applicable

The environment of our facility (e.g. decorations, wall hangings, art, posters) reflects our participants’ backgrounds and experiences.	Y	N	S	DK	NA
Our environment (e.g. decorations, wall hangings, art, posters) depicts positive multicultural images and reflects the diversity of our society (e.g. gender, age, family diversity, ethnicity, etc.)	Y	N	S	DK	NA
Our environment (e.g. decorations, wall hangings, art, posters) offers messages of equity and inclusion and provides non-stereotypical images of gender, culture, class, nationality, race, sexual orientation, and ability/disability.	Y	N	S	DK	NA
Program-related signs and announcements are translated into the languages of all participants and families.	Y	N	S	DK	NA
Program materials (e.g. games, toys, books) are up-to-date, non-stereotypical, and reflect the backgrounds and experiences of participants and their families.	Y	N	S	DK	NA
Program materials (e.g. games, toys, books) promote cross-cultural understanding and appreciation of difference.	Y	N	S	DK	NA
Our site is physically accessible to children, youth, and family members with disabilities.	Y	N	S	DK	NA

5. Content & Curriculum

Our program’s content and curriculum support the development of positive identities, foster intergroup understanding, and help young people recognize and challenge social inequities.

Circle your response:

Y=Yes, N=No, S=Sometimes, DK=Don’t Know, NA=Not Applicable

Our curriculum and activities incorporate elements of young people’s backgrounds (ethnic, racial, cultural, gender, disability, sexual orientation, and class), encouraging them to take pride in their whole selves and experiences.	Y	N	S	DK	NA
Program activities and approaches help young people maintain connections to their families, heritages, home languages, and communities.	Y	N	S	DK	NA
Our curriculum includes activities that introduce young people to groups with backgrounds and experiences that are different from their own.	Y	N	S	DK	NA
Our program’s content and activities work to strengthen and develop cross-cultural relationships and skills.	Y	N	S	DK	NA
We help young people learn to recognize and challenge stereotypes, stereotypical images, bias, and discrimination.	Y	N	S	DK	NA
Our curriculum and interactions promote peaceful conflict resolution skills and address tensions that may arise out of participants’ differences.	Y	N	S	DK	NA
Our program provides opportunities for youth to contribute to their communities and to strengthen positive relationships between groups through service, leadership, and action.	Y	N	S	DK	NA
Our program’s academic support components draw on specific strategies for supporting learning among underachieving students – including the use of culturally relevant instruction, attention to both bilingual and English language development, attention to different learning styles and special needs, etc.	Y	N	S	DK	NA
Our content and curriculum are fully accessible to young people of all cultural, language, and economic backgrounds, and to youth with physical or learning disabilities.	Y	N	S	DK	NA

6. Family & Community Resources

Our program works with parents/guardians, community members, and community organizations to strengthen and enrich our work.

Circle your response:

Y=Yes, N=No, S=Sometimes, DK=Don't Know, NA=Not Applicable

Our program communicates with parents and guardians in ways that deepen our understanding of participants' varying backgrounds and their respective needs.	Y	N	S	DK	NA
We intentionally and consistently engage diverse parents and community members as vital resources in creating program components and activities.	Y	N	S	DK	NA
The program's decision-making involves families and community members in inclusive and culturally respectful ways.	Y	N	S	DK	NA
The program draws upon the resources of other community organizations with expertise on particular diversity and equity issues.	Y	N	S	DK	NA
We provide support for parents and guardians to encourage their full involvement in the program (e.g. translation, financial accessibility).	Y	N	S	DK	NA

7. Organizational Culture

The internal culture of our organization supports the equity and diversity values we seek to promote in our work with young people and the community.

Circle your response:

Y=Yes, N=No, S=Sometimes, DK=Don't Know, NA=Not Applicable

Our program and organizational leaders are connected with the community and youth we serve, and are in touch with day-to-day program activities.	Y	N	S	DK	NA
Staff members' experience, ideas, and decisions are valued and incorporated within the organization.	Y	N	S	DK	NA
Adults in the program work well together and model positive intergroup relationships for participants (e.g. reach across differences, avoid staff "cliques," etc.).	Y	N	S	DK	NA
Direct service staff and organizational leaders are equally diverse, and both groups are representative of community demographics.	Y	N	S	DK	NA
We can comfortably raise and discuss issues related to equity and diversity in our program.	Y	N	S	DK	NA
Responsibility for identifying and addressing equity and diversity concerns is shared by staff of all demographic backgrounds and at all levels of the organization.	Y	N	S	DK	NA

8. Outreach

Our program’s outreach and communication with families and the public is accessible and inclusive.

Circle your response:

Y=Yes, N=No, S=Sometimes, DK=Don’t Know, NA=Not Applicable

Our program’s outreach and communication with families and the public is accessible, culturally and linguistically appropriate, and inclusive (e.g. sensitive to different styles of interaction, conducted in people’s primary languages, respectful of all groups).	Y	N	S	DK	NA
Our program is financially accessible to all members of the community.	Y	N	S	DK	NA
Our program’s outreach efforts extend to all groups in the community, including those which we may not currently be serving.	Y	N	S	DK	NA
Our outreach and registration materials are provided in the home languages of program participants and other families in the community.	Y	N	S	DK	NA
Communication with the families we serve (e.g. conversations, newsletters, progress reports) is culturally appropriate, and if needed, provided in parents’ or guardians’ home languages.	Y	N	S	DK	NA
Our outreach materials, registration forms and communication are inclusive, reflective, and affirming of all types of families (e.g. LGBT, single parent, two-parent, multiple parent/step-parent, and other guardians).	Y	N	S	DK	NA

9. Governance

Our governance structure seeks to ensure that we are responsive to the needs of the young people and the values of the communities we serve.

Circle your response:

Y=Yes, N=No, S=Sometimes, DK=Don't Know, NA=Not Applicable

Our advisory committee and board of directors include youth, parents, and community members, and are representative of the different backgrounds of our youth and families.	Y	N	S	DK	NA
Our advisory committee and board meetings are physically, economically, culturally, and linguistically accessible to all potential participants.	Y	N	S	DK	NA
Our program involves children and youth in program planning and in the design of curriculum and activities in age-appropriate ways.	Y	N	S	DK	NA

10. Evaluation

Our evaluation process assists with strengthening the program’s ability to serve young people of all backgrounds and experiences.

Circle your response:
Y=Yes, N=No, S=Sometimes, DK=Don’t Know, NA=Not Applicable

We evaluate our program based on a clear set of goals that take into account our diversity and equity values.	Y	N	S	DK	NA
We use our attendance data to assess how effective our program is in attracting and engaging young people from the different cultures, economic backgrounds, communities, and experiences reflected in our broader school or neighborhood population.	Y	N	S	DK	NA
To assess how well different children and youth are served, our program collects outcome data that is broken down by race, culture, language, socioeconomic status, gender, and special needs status.	Y	N	S	DK	NA
Our evaluation team, tools, and methods are appropriate to the populations in the program (i.e. they reflect the population served; they take into account cultural variations in behavior and learning styles; they are linguistically accessible to different language groups; they use categories inclusive of LGBT families, etc.).	Y	N	S	DK	NA
In an effort to better respond to young people’s specific needs and backgrounds, we actively involve participants and their families in our evaluation process. Participants are involved in age-appropriate ways.	Y	N	S	DK	NA

Assessment Summary

Please review the information on each of the previous pages and, for each topic, circle the rating which you feel best fits your program. The ratings and any additional comments can be used to inform staff development conversations and/or programming changes.

Comments:

1. Mission	Strength	Okay	Needs Attention	Urgent	Need More Info
2. Staff	Strength	Okay	Needs Attention	Urgent	Need More Info
3. Training	Strength	Okay	Needs Attention	Urgent	Need More Info
4. Environment, Space & Materials	Strength	Okay	Needs Attention	Urgent	Need More Info

Comments:

5. Content & Curriculum Strength Okay Needs Attention Urgent Need More Info

6. Family/Community Resources Strength Okay Needs Attention Urgent Need More Info

7. Organizational Culture Strength Okay Needs Attention Urgent Need More Info

Comments:

8. Outreach Strength Okay Needs Attention Urgent Need More Info

9. Governance Strength Okay Needs Attention Urgent Need More Info

10. Evaluation Strength Okay Needs Attention Urgent Need More Info