

# Memorandum

**TO:** LIBRARY AND  
EDUCATION COMMISSION

**FROM:** Jill Bourne

**SUBJECT :** Equity, Diversity, and Inclusion

**DATE :** November 09, 2021

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Approved

Date

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## **RECOMMENDATION**

It is recommended that the Library and Education Commission:

- Accept the staff report on the development of the Equity, Diversity, and Inclusion Quality Standards for all City funded, operated, or endorsed programs;
- Accept the staff report on San José Public Library's Equity and Inclusion Services.

## **OUTCOME**

The Library and Education Commission (LEC) will be informed about the progress to date on departmental progress to advance equity and inclusion of access to Library programs and services, as well as the proposed Equity, Diversity, and Inclusion Quality Standards that have been developed by staff. The Committee will provide feedback on the standards and implementation.

## **BACKGROUND**

In 2019, San José Public Library ("SJPL", "Library") identified the need to create a position for a Community Programs Administrator (CPA) of Equity and Inclusion Services in the Library Department that is integral to the informing and implementation of the Education and Digital Literacy Strategy. In February 2020, the Library became the first City department with a position dedicated to Equity and Inclusion. On June 16, 2020, the San José City Council approved the Mayor's June Budget Message through Resolution No. 79575, which authorized the City Manager's Office to create an Office of Racial Equity. A June 11, 2020 Memorandum from Councilmembers Arenas, Carrasco, Esparza, Jimenez and Peralez emphasized the need to make equity a more explicit part of Council deliberations, building on San José's partnership with the Government Alliance on Race and Equity since 2018.

More than 19 months after the onset of public health measures due to the COVID-19 pandemic, San José grapples with a myriad of challenges. The pandemic has impacted communities of color, disproportionately affecting the social, financial and emotional wellbeing of those in the local Latinx/Hispanic, Black and Indigenous/Native communities. While the pandemic did not create the disparities, they were exacerbated by the COVID-19 pandemic. Understanding the emerging needs in

these communities, rebuilding relationships, and creating supportive programs and partnerships is critical to ensuring the City's pandemic recovery efforts do not reinforce inequities.

San José Public Library is incorporating an equity approach to Library operations, services, and programming. After more than a year of incorporating rapid adjustments, new initiatives, and transformation of its service delivery model in response to the pandemic physical restrictions, the Library's recovery efforts are directed towards advancing inclusive opportunities and supporting equitable outcomes for all San José residents.

As part of the Education and Digital Literacy Strategy (EDL), SJPL's programming underwent a variety of changes to ensure high quality learning experiences for all and were centered on equity. From programming in multiple languages, to new technologies and creative outreach methods, SJPL continued to remove barriers and develop programming responsive to changing needs. A key aspect of strengthening the implementation of the EDL Strategy was the development of Equity, Diversity, and Inclusion Quality Standards to provide the framework through which programs will be assessed for centering and advancing equity.

## **ANALYSIS**

### *Quality Standards*

On May 7, 2018, City Council unanimously approved the EDL Strategy<sup>1</sup>, and provided direction that the Library lead the development and implementation of a comprehensive educational policy and workplan.

The San José Education Policy 0-30 delineates the City's commitment to ensuring quality educational programming for its residents. The policy establishes Equity, Diversity, and Inclusion (EDI) as an expectation of inclusive programming that intentionally monitors outcomes and removes barriers to ensure community access. The Library has been developing Quality Standards for key demographic communities in order to establish parameters for developing, assessing, and reporting on program quality. Accordingly, the Library developed the Equity, Diversity, and Inclusion Quality Standards (EDIQS).

An Ad Hoc Committee (Attachment A) was formed to lead the development of the EDIQS. Committee members provided subject matter expertise and guidance for community considerations and EDI best practices. They also recommended literature, resources, and processes to inform program design and evaluation.

Beginning April 2021, a team of Library staff compiled research and best practices in EDI from other Library systems, as well as public and private sectors. Committee members met in September and October 2021 to establish the scope and criteria through which to evaluate a program's effectiveness towards achieving EDI.

The Ad Hoc Committee's September 2021 meeting focused on reviewing staff's proposed scope for the Quality Standards. After collecting feedback and refining the language, the Ad Hoc Committee returned for a meeting in October 2021 to establish the quality continuum. Committee members assessed each of the Quality Standards and provided inputs on the criteria to consider for a program achieving Advanced-level performance for EDI (Attachment B). Library staff held individual follow-up meetings and

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<sup>1</sup> <https://sanJose.legistar.com/MeetingDetail.aspx?ID=604595&GUID=A678879F-AAB0-411B-AACC-7448FBA01821&Options=&Search=>

correspondence for Committee members who wished to provide additional feedback outside of the Committee meetings.

The Equity, Diversity, and Inclusion Quality Standards are comprised of six (6) areas:

### **Program Quality Standard Areas**

1. **Anti-Racist Approach:** Programming addresses biases, counters power asymmetry, and provides learning opportunities about structural and institutional racism. Program adopts an intersectional lens to identify and address other forms of exclusion. Resources are prioritized to historically underserved communities.
2. **Inclusive Programming:** Program acknowledges and supports different learning styles and needs by creating adaptive curriculum and learning activities tailored to diverse communities.
3. **Data Collection and Analysis:** Program utilizes data collection and analysis tools to determine demographics to inform program design, identify opportunities to expand needed programs and prevent reinforcing disparities.
4. **Culturally-Relevant Pedagogy:** Program values the culture and histories of participants to foster learning, nurture identity formation, build relationships, and infuses culturally-relevant activities to enhance participants' experience.
5. **Community Involved in Programming:** Program recognizes community members as experts in their own needs and proactively includes them in planning and designing high-interest, authentic, and meaningful experiences. Program builds continual points of engagement with community to assess impact and refine implementation.
6. **Outreach as Key to Inclusion:** Program prioritizes inclusive outreach based on intentional relationship-building efforts with community partners in order to better reach targeted communities.

The Quality Standards for Equity, Diversity, and Inclusion will provide the foundation for developing quality improvement plans to identify outcomes, indicators, and metrics in alignment with the City's EDL Strategy. Upon adoption by City Council, the standards will provide consistent guiding principles, as well as clear requirements for assessment and reporting of outcomes.

Between November 2021 and February 2022, Ad Hoc Committee members will contribute additional resources and training materials to complement the EDIQS. They will also recommend quality assessments and experience surveys to collect data and inform future decision making. These materials will build the capacity of programming teams in incorporating an equity lens from recommended learning opportunities for implementing staff. The resource list will be included as part of the EDIQS materials for all City departments as they strengthen equity efforts.

### *Equity Index*

SJPL continues to make necessary adaptations in programming and overall service delivery to meet the needs of all, especially the historically underserved, which has also included the development of the Equity Index, a tool to visualize areas of higher disparities and access to services.

SJPL utilizes an Equity Index - a screening tool to identify a range of needs across the City and guide the Library's strategy in response to the gaps in variances of community needs, availability of local service providers, and Library operations. The index combines Library data points, census information, and San

José's Social Progress Indicators to create a tool to visualize community areas facing disadvantages in relation to the rest of San José.

The screening tool informs the Library about considerations pertaining to geographical locations and concentrations of risk factors. Organizing the data by weighting indexed variables, the tool provides strategic accuracy to target resources, and has the flexibility to adapt to different scenarios. Since its creation in 2019, the tool has been adapted to support the Library for a range of considerations. For example, SJPL prioritized areas where K-12 students were more likely to need internet access and which areas would be receptive to a project rollout during COVID-19. The use of this tool supported connectivity needs (SJ Access<sup>2</sup>) to as many as 84,000 people via community Wi-Fi, 12,800 student households with hotspots, and 3,000 Library hotspots that have circulated over 10,000 times.

Through its incorporation of the Equity Index, SJPL is a leading department in the City of San José spearheading an equity-based budgeting approach. From rolling out digital connectivity support, to determining Library branch hours and staffing allocations, the Equity Index is a tool that helps question assumptions and better inform staff about community needs. SJPL will continue to adapt the tool as needs evolve to guide the operations strategy for where to target additional services and programming.

#### *Tiered Programming Framework*

In Fall 2020, SJPL staff began developing a new framework to guide system-wide programming strategy and priorities. This adjustment is meant to centralize resources and streamline opportunities in order to reduce duplication of programs while strengthening volunteer and community partner programs and overall outreach. The move to a more centralized approach also centers equity in program design, prioritizing resources, and opportunities to historically underserved communities and meet the evolving needs of the library system, community, and staff.

The tiered programming framework consolidates work around the Education and Digital Literacy Strategy's main programming areas, as well as cultural programming and enrichment. The framework also introduces additional tools and data collection in support of increased accountability, moving away from quantity-driven measurement towards an impact-driven analysis. By incorporating a data collection plan for participant demographic information such as zip codes, languages spoken and age, SJPL will better understand who we are serving and identify opportunities to deepen engagement. Results of these demographic data points will be analyzed and shared annually with protocols and safeguarding practices to ensure an individual's right to privacy and confidentiality in their library use.

### **Creating a More Inclusive Library**

#### *Community Resources for Inclusion*

In October 2021, staff launched a new section on the SJPL website<sup>3</sup>. The new web section outlines SJPL's commitment to Equity, Diversity, Inclusion, and Anti-Racism, which is defined as follows:

- **Equity:** We recognize each person is unique and with different needs. We strive to provide everyone with what they need to succeed.
- **Diversity:** We see and try to understand our differences. This includes: race/ethnicity, language, abilities, age, gender, sexual orientation, and other traits. It also includes different ideas, views, and values.

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<sup>2</sup> <https://www.sjpl.org/sjaccess>

<sup>3</sup> <https://www.sjpl.org/equity-inclusion>

- **Inclusion:** Everyone belongs at SJPL. We value the uniqueness of each person. We support building connections with each other. We commit to remove barriers to our resources and services.
- **Anti-racism:** We work to eliminate policies and practices that unfairly impact Black, Indigenous, and People of Color. We must actively work to fight against racism. This includes recognizing personal biases and learning how to overcome them.

Staff created a specialized resource page on anti-racism to deepen individuals' understanding of racism and recommended organizations leading anti-racism efforts. Librarians developed book recommendations for children of various ages and caregivers, as well as teens, adults, and educators.

The web section also includes information about inclusive Library programs and services, such as Library-by-Mail for individuals unable to visit the library due to a disability, programs for historically underserved communities, and resources to technology devices and skills-building opportunities. Staff will continue to create additional specialized resource pages of diverse communities.

### *Staff-led Working Groups*

As part of the internal infrastructure working to advance equity for diverse populations and needs, the following projects were completed by staff-led working groups:

The **Disability Access Committee** (DAC), established in January 2020, makes recommendations based on the evaluation of equitable disability access to services, resources, technology, and staff guidelines at SJPL. During FY 2020-21, the Committee undertook four main projects – developing content for the Accessibility page on the SJPL website<sup>4</sup>, launching the Library-by-Mail service, expanding wheelchair accessible workstations and video transcript editing for SJPL videos.

The new online Accessibility page highlights SJPL's full range of materials, services, programs, and adaptive technology for people with disabilities. Launched in July 2021, the Library-by-Mail service provides books and other library materials to SJPL members of all ages living in the City of San José and who are unable to visit the library due to a temporary or permanent physical disability. The Library-by-Mail service is available to eligible individuals who complete a certification process, either online or via paper application. During Summer 2021, DAC also led the expansion of wheelchair accessible/reservable computer stations at all locations which were available once the Library re-opened indoor access to the branches. In an effort to promote continued learning in virtual settings, a team of volunteers supported SJPL in transcribing 141 hours of programming videos which are available on the Library's YouTube channel.

Beginning November 2021, DAC will launch an accessibility user survey to better understand the needs of this community and identify opportunities for the Library to support. Plans are also underway to increase the number of adaptive tech stations to more branches throughout the system. Currently the Library has six (6) adaptive tech stations all based at King Library, but not all Library users may be able to travel to this location. The DAC members will also use the insights from the survey to determine additional adaptive technology equipment investments for Library branches.

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<sup>4</sup> [sjpl.org/accessibility](http://sjpl.org/accessibility)

The **INSIDERS** committee was established in 2016 and includes Library staff leading programming for teens and adults with intellectual and learning disabilities. Prior to the pandemic, nine (9) Library branches had active programming. However, many people in this demographic fall in the “high risk” category, facing a variety of barriers to virtual and in-person participation. The INSIDERS committee focused this past year developing pre-recorded programs which have had a total of 1,256 views.

SJPL staff are planning two (2) key events: a resource fair in March 2022 and Disability Awareness Day in October 2022. The committee will also collaborate with partner organizations to plan additional events throughout the year.

SJPL’s **Racial Equity Team (RET)** works to deepen conversations and increase racial Equity in library service delivery. This past year, the RET undertook a series of projects including piloting racial/ethnic Affinity Groups, developing safety training and protocol recommendations, as well as leading several learning sessions for SJPL staff throughout the year.

A total of five (5) Affinity groups were piloted in July 2021 for staff who identify as Asian, Latinx/Hispanic, Indigenous/Native, Mixed Race or Black, as well as a White Learning Ally group. The groups are open to staff of all classifications and their participation (an hour per month) is included as part of their work time. The groups are facilitated by RET members who attended trainings during the year and collaborated to prepare a Facilitator’s guide, discussion questions and reading material on the history of each of the communities of color. The first months of the Affinity and Ally group meetings have been focused on building trust and identifying what the groups would like to prioritize. A member of the Library’s Executive Leadership Team and the CPA for Equity and Inclusion Services serve as liaisons to the Affinity and Ally groups for cases that may require more in-depth support.

Another large project undertaken by the RET was the development of protocols and training materials for responding to and reporting on behavioral incidents. RET’s Tools and Data subcommittee developed recommendations in order to standardize responses to behavioral incidents, reduce implicit bias in reporting, and increase overall staff development and community engagement. The RET members also denoted qualifying behaviors for emergency and non-emergency situations, including resources for alternatives to law enforcement. These recommendations and materials will be shared with SJPL’s Safety and Security Committee and consultants.

The coming year, the RET will continue to focus on Affinity and Ally Group development as well as supporting professional development opportunities and growth pathways for employees of color and entry-level staff. The RET members will also prepare additional staff learning spaces, including reflection exercises around the Library’s collections and how to enhance racial/ethnic, social, ability, and linguistic perspectives.

The **LGBTQ+ Committee** was formed in September 2021 to amplify LGBTQ+ voices and experiences throughout the year. The committee will meet quarterly to plan programming around key dates, such as PRIDE, National Coming Out Day, International Day Against Homophobia, Transphobia, and Biphobia, among others. Staff will also recommend trainings and other learning opportunities for SJPL staff to better understand and support LGBTQ+ lived experiences.

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Community Conversations are kitchen-table style chats facilitated by trained library workers. Since 2018, SJPL has been hosting Community Conversations each quarter to gather community feedback, concerns, and programming suggestions. Over the years, dozens of community members have contributed ideas and feedback that have shaped our Library service model.

Beginning late 2020, SJPL modified its Community Conversations format to focus on particular themes and emerging issues. Each quarter, SJPL staff work in district groupings to facilitate conversations, including occasional guest presenters. As part of our equity approach, the Library also includes separate sessions for Spanish-only and Vietnamese-only speakers. The transition for SJPL's Community Conversations, including logistics, creation of standardized templates, and system-wide coordination was led by the Equity and Inclusion VISTA Fellow with supervision from the CPA for Equity and Inclusion Services.

The themes for Community Conversations since the pivot have included:

- December 2020 – SJ Access/Digital Divide
- Jan-March 2021 – COVID-19 vaccine information featuring presentations from local medical professionals
- Apr-Jun 2021 – Preparing for indoor Library access to the public
- Jul-Sept 2021 – SJ Access/Digital Divide
- Oct-Dec 2021 – Race and Inequity, featuring guest speakers' work to advance racial equity and support for communities of color

Upcoming quarters will include sessions on climate change, housing, and other issues cited by community members. Community Conversations are also a Volunteer Away Your Fines opportunity, providing patrons with the opportunity to have up to \$20 applied to waive overdue fines for their participation.

### **FY 2021-22 Projects**

The CPA for Equity and Inclusion Services will continue working with the staff-led working groups in advancing the projects identified for the coming year. Upon approval of the EDIQS, staff will complete the list of recommended trainings and materials to be included in the EDI framework. With additional resources, the CPA will collaborate with contractors to lead staff-wide trainings on key equity concepts, including unconscious bias, anti-racism, conflict de-escalation, and trauma-informed approach, among others. These trainings will also be adapted and integrated for new employee onboarding.

Staff will also continue expanding on the Equity Index, including additional adaptations for emerging needs, developing presentations for staff as well as for other stakeholders. The data collected in the first year of the Tiered Programming Framework will also be critical to assess gaps and opportunities for deeper engagement of historically underserved communities.

Staff will continue to serve on a variety of working groups at City-wide, regional, and state-wide levels, such as the City's Equity Council, to advance equity.

### **EVALUATION AND FOLLOW-UP**

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This is an informational Library report to the Library and Education Commission which will be updated annually.

Jill Bourne  
City Librarian

For questions, please contact Karla Alvarez, Community Programs Administrator for Equity & Inclusion Services, at [karla.alvarez@sjlibrary.org](mailto:karla.alvarez@sjlibrary.org).

**Attachments:**

Attachment A: Ad-hoc Committee Membership

Attachment B: Draft Equity, Diversity, Inclusion Quality Standards

## **Attachment A**

### **Equity, Diversity and Inclusion Quality Standards**

#### **Project Advisory Ad-hoc Committee Membership**

Jennifer Lucas – Advocate, State Council on Development Disabilities

Aneliza Del Pinal – Chief Executive Officer, Sourcewise for Older Adults

Mollie McLeod – Member, Standing Up for Racial Justice - Accessibility Working Group

Jennifer Masuda – Executive Director, Yu-Ai Kai Japanese American Community Senior Service

Esther Peralez-Dieckmann – Executive Director, Next Door Solutions

Adriene Keel – Director of LGBTQ Programs, The Youth Space

Jessica Trejo – Family Resource Center Coordinator, Somos Mayfair

Nayeli Sedano – Family Resource Center Site Supervisor, Somos Mayfair

Veronica Goei – Executive Director, Grail Family Services

Andrea Truong – Racial Equity Manager, Office of Racial Equity, City of San José

Jacklyn Joanino – Equity and Policy Manager, Housing, City of San José

Laura Buzo – Recreation Superintendent, Parks, Recreation and Neighborhood Services, City of San José

Patricia Mendoza – Member, Library and Education Commission

José Magaña – Vice-Chair, Library and Education Commission

Michele Rowic – Librarian, San José Public Library

Brian Parkman – Librarian, San José Public Library

Shih Fa Kao – Librarian, San José Public Library

Karla Alvarez – Equity and Inclusion Services Manager, San José Public Library

Vidya Kilambi – Division Manager Education and Innovation, San José Public Library

Library and Education Commission  
November 17, 2021  
Equity, Diversity, and Inclusion  
Attachment A

Michelle Ornat- Deputy Director Public Services, San José Public Library

## ATTACHMENT B

### Draft: Equity, Diversity and Inclusion Quality Standards (October 2021)

#### Structure and Content

A systemic approach to assess, improve, and communicate the level of quality of programming through an equity, diversity and inclusion framework is essential for achieving positive outcomes in San José. The Equity, Diversity and Inclusion Quality Standards are organized into three Quality Continuum areas to measure progressive levels of quality: (1) *Beginning*; (2) *Emerging*; and (3) *Advanced or Optimal*. While *Advanced and Optimal* represents the level of quality to which the City hopes programs will aspire, there is an expectation that programs will meet, at a minimum, strategies contained within the *Beginning Standard*. *Emergent* and *Advanced* strategies reflect a pathway for progressive continuous quality improvement that programs may adapt depending on their level of readiness and internal and external allocated resources.

The Equity, Diversity and Inclusion Quality Standards are comprised of 6 program quality standard areas:

#### Program Quality Standard Areas

- 1. Anti-Racist Approach:** Programming addresses biases, counters power asymmetry, and provides learning opportunities about structural and institutional racism. Program adopts an intersectional lens to identify and address other forms of exclusion. Resources are prioritized to historically underserved communities.
- 2. Inclusive Programming:** Program acknowledges and supports different learning styles and needs by creating adaptive curriculum and learning activities tailored to diverse communities.
- 3. Data Collection and Analysis:** Program utilizes data collection and analysis tools to determine demographics to inform program design, identify opportunities to expand needed programs and prevent reinforcing disparities.
- 4. Culturally-Relevant Pedagogy:** Program values the culture and histories of participants to foster learning, nurture identity formation, build relationships, and infuses culturally-relevant activities to enhance participants' experience.
- 5. Community Involved in Programming:** Program recognizes community members as experts in their own needs and proactively includes them in planning and designing high-interest, authentic and meaningful experiences. Program builds continual points of engagement with community to assess impact and refine implementation
- 6. Outreach as Key to Inclusion:** Program prioritizes inclusive outreach based on intentional relationship-building efforts with community partners in order to better reach targeted communities.

**Quality Continuum**

The Digital Literacy Quality Standards are organized into three Quality Continuum areas to measure progressive levels of quality: (1) *Beginning*; (2) *Emerging*; and (3) *Advanced or Optimal*. The following guide is provided as an overview for users to understand how to use the rating system and to assess the degree to which each quality indicator is evident in the program.

- (1) *Beginning*: Program is just beginning to work in this area and will continue to work towards a higher level of proficiency.
- (2) *Emerging*: Program has achieved a level of proficiency in this area and needs additional work to excel at this practice.
- (3) *Advanced or Optimal*: This is an area of exemplary practice where the program can serve as an example for others.

**Quality Standards with Focus Areas, Continuum, and Indicators**

<p align="center"><b>Program Quality Standard Area: (1) Anti-racist Approach</b></p> <p align="center">Programming addresses biases, counters power asymmetry, and provides learning opportunities about structural and institutional racism. Program adopts an intersectional lens to identify and address other forms of exclusion. Resources are prioritized to historically underserved communities.</p>			
Focus Area	Beginning	Emerging	Advanced
<p><b>Training, Curriculum and Policies</b></p>	<p>Staff receive training on unconscious bias, racism and oppression.</p> <p>Program makes adjustments to reduce barriers to participation or other practices that exclude communities.</p> <p>Program attempts to reach historically underserved communities.</p> <p>Curriculum integrates lessons and examples on racial discrimination and inequities.</p>	<p>Staff are provided with training on unconscious bias, systemic racism, power and oppression.</p> <p>Staff develop policies to strengthen anti-racist practices.</p> <p>Staff are trained on how curriculum can integrate local history and lead reflections on policies of discrimination towards communities of color, where relevant.</p> <p>Program develops plan to reach historically underserved communities.</p>	<p>Staff are provided with annual training on unconscious bias and systemic racism. Program staff at all levels make note of and challenge white-dominant norms in every aspect of program cycle. Staff frequently scan for and remove ongoing and emerging barriers to participation.</p> <p>Curriculum integrates local history and reflections on policies of discrimination towards communities of color, where relevant. Organizations and individuals with lived experience are invited to present these concepts. Program</p>

		<p>Program staff and community members report supportive learning environments.</p> <p>Program makes adjustments so that barriers to participation are removed.</p>	<p>prioritizes enrollment to historically underserved communities.</p> <p>Program adds data analysis and community feedback reflection spaces in program meetings. Staff make adjustments so that barriers to participation are removed.</p> <p>Program staff and community members feel safe, respected and valued. Policies and practices are developed to ensure anti-racism is understood and upheld.</p>
<p><b>Prioritizing Resources</b></p>	<p>Program uses limited resources to provide programming that is relevant to the community, reflective of their identities and interests.</p> <p>Staff conduct stakeholder mapping to ensure program is not duplicating existing offerings.</p>	<p>Program budget includes spending plans towards activities that support communities with the greatest needs.</p> <p>Staff include budget to pay representatives from organizations that are led by and/or work to support Black, Indigenous and other people of color for guest presentations.</p>	<p>Program leadership reallocates resources to support activities devoted to bridging participation gaps with a racial equity focus.</p> <p>Program is promoted through communication channels and community events organized by Black, Indigenous and other people of color and other intersectional aspects.</p> <p>Organizations and/or individuals are compensated financially for their efforts.</p>

<b>Program Quality Standard Area: (2) Inclusive programming</b>		
Program acknowledges and supports different learning styles and needs by creating adaptive curriculum and learning activities tailored to diverse communities.		
<b>Beginning</b>	<b>Emerging</b>	<b>Advanced</b>
<p>Program encourages active participation for all ages and demographic diversity. Programs have protocol to request interpretation or other accommodations.</p> <p>Staff receive training and resources on how to lead inclusive programming design and delivery. Staff make adjustments or accommodations to lessons based on observations.</p> <p>Curriculum includes local examples and references.</p>	<p>Program encourages active participation for all ages and demographic diversity. Programs have protocol for participants to request interpretation or other accommodations.</p> <p>Materials are provided in plain language (8<sup>th</sup> grade level or below) and in multiple languages. Program includes some materials in different formats.</p> <p>Program includes spaces for community feedback and preference for programs and/or services.</p> <p>Staff receive training and resources on how to lead inclusive programming design and delivery.</p>	<p>Program encourages active participation for all ages and demographic diversity. Program implements anti-ableism practices. Program includes protocol for participants to request interpretation or other accommodations.</p> <p>Program includes displays and welcoming signs in the physical environment. Materials reflect a diverse array of life experiences, are provided in plain language (8<sup>th</sup> grade level or below) and in multiple languages (including outreach flyers, workshop materials and feedback opportunities). Materials are available in different formats, including hard-copy, audio, enlarged text or adaptive technologies.</p> <p>Staff receive training and resources on how to lead inclusive programming design and delivery. Program includes spaces for community feedback and integrates inputs into work plan. Program supports members in finding commonalities between community members.</p>

<b>Program Quality Standard Area: (3) Data Collection and Analysis</b>			
Program utilizes data collection and analysis tools to determine demographics to inform program design, identify opportunities to expand needed programs and prevent reinforcing disparities.			
<b>Focus Areas</b>	<b>Beginning</b>	<b>Emerging</b>	<b>Advanced</b>

<p><b>Data Collection</b></p>	<p>Program collects participant attendance.</p>	<p>Program collects census data to identify underserved communities. Program collects participant attendance and limited demographic information at least once per year.</p> <p>Program conducts optional, anonymous, annual survey collecting additional demographic data about program attendees. Survey is provided in multiple formats (paper, digital, languages).</p> <p>Program staff explain the importance and benefit of survey to program attendees and privacy commitment when data is being requested.</p> <p>Program staff are trained on digital security and preventing unauthorized digital or audio recordings to be made public. Staff are trained to anonymize information whenever possible.</p>	<p>Program tracks demographic data, enrollment data, census data, and other databases and compares with program participation. Reports are generated at least once per year to ensure it is connecting with underserved communities.</p> <p>Data collected is anonymous and protocols ensure information is stored securely. Staff are trained on digital security and anonymize information whenever possible. No information is shared with a third-party without a written agreement or other legal document.</p> <p>Program staff are provided with scripts to explain data collection purpose, benefit to participants and privacy commitment as data is being requested. Responses to data requests are made available in multiple forms (paper, phone, digital, language). All responses are optional.</p> <p>Program includes a procedure or policy to delete data after a certain period of time.</p> <p>Program conducts an evaluation at least once every two years to review and understand racial and equity program impact. Findings of evaluations are used to develop program improvement plans.</p>
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<p><b>Data Analysis</b></p>	<p>Program staff reviews previously collected program data</p> <p>Program intends to use assessment and evaluation tools to evaluate the efficiency and effectiveness of the program.</p>	<p>Program staff and administration review program data for trends, target reach and opportunities.</p> <p>Program staff use data collection to determine removals of barriers to access.</p> <p>Program uses enrollment and other data to identify flaws in the promotion process and improve outreach efforts.</p>	<p>Program staff and administration review program data for trends, target reach and opportunities.</p> <p>Program has established data points and analysis plan. Program staff compare discrepancies in target reach and refine outreach efforts accordingly.</p> <p>Program staff use data collection to generate shared understanding and incorporate into reflective practice.</p>
<p><b>Program Design</b></p>	<p>Program uses anecdotal data to determine curriculum needs.</p> <p>Program collects appropriate data to better understand the diversity of the community served.</p>	<p>Program uses data from multiple sources, including observation and community surveys, to determine curriculum needs.</p> <p>Program data used to reevaluate program (length, curriculum, subject matter, activity, location)</p> <p>Program collects appropriate data to better understand the diversity of the community served and use that data to better understand barriers in order to provide accommodations.</p>	<p>Program uses data from multiple sources, including community surveys, market data, and partnerships to determine curricular needs.</p> <p>Program incorporates learning practices based on data collection. Program integrates feedback for continuous quality improvement.</p> <p>Program curriculum is informed by qualitative data collected from diverse stakeholders. Program continues to improve</p>

		<p>Program is driven and guided by the assessment and evaluation tools used to analyze outcomes and outputs.</p> <p>Program uses data from multiple sources, including observation and community surveys, to determine curriculum needs.</p> <p>Program leadership has structure in place to evaluate the effectiveness of programs and impact on participants. Program leadership uses these evaluations to inform programming.</p>	<p>quality based on community feedback to implement actionable goals.</p> <p>Program utilizes communications preference of target audience identified in earlier survey/data collection.</p> <p>Program is driven and guided by the assessment and evaluation tools used to analyze outcomes and outputs.</p> <p>Program has structure in place to conduct a continual improvement cycle, including evaluation and refinement of community outreach, program administration, and program evaluation.</p> <p>Program uses data to identify demographic groups that are prevalent in the community but do not enroll. The program’s curriculum and approach are revised to better connect with and reach these groups.</p>
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<b>Program Quality Standard Area: (4) Culturally-relevant Pedagogy</b> Program values the culture and histories of participants to foster learning, nurture identity formation, build relationships, and infuses culturally-relevant activities to enhance participants’ experience.		
<b>Beginning</b>	<b>Emerging</b>	<b>Advanced</b>
<p>Curriculum includes diverse references in learning materials and examples. Program staff makes space to include peoples’ histories of groups that commonly attend a program.</p> <p>Program includes affirmations of diversity and belonging – including in the physical spaces and programming environments.</p>	<p>Curriculum includes some local historical references. Staff review materials to ensure depictions do not perpetuate stereotypes. Program staff plan activities to include peoples’ histories of groups that commonly attend a program.</p> <p>Some staff reflect diversity of local communities. All staff are trained on the concepts of cultural humility.</p> <p>Program includes affirmations of diversity and belonging throughout implementation – including in the physical spaces and programming environments.</p>	<p>Curriculum examples are changed to reflect local contexts in effort to increase relatability to material and infuse a sense of pride in community. Program shares broad and nuanced peoples’ histories and lived experiences.</p> <p>Staff reflect the diversity of local communities. All staff are trained on the concepts of cultural humility.</p> <p>Program identifies communities that are under-represented, establishes benchmarks to increase diversity and assesses progress towards achieving broader participation.</p> <p>Program includes affirmations of diversity and belonging throughout implementation – including in the physical spaces and programming environments.</p>

<b>Program Quality Standard Area: (5) Community Involvement</b> Program recognizes community members as experts in their own needs and proactively includes them in planning and designing high-interest, authentic and meaningful experiences. Program builds continual points of engagement with community to assess impact and refine implementation.			
<b>Focus Areas</b>	<b>Beginning</b>	<b>Emerging</b>	<b>Advanced</b>

<p><b>Community Members as Experts</b></p>	<p>Program collects surveys and/or focus groups to identify community needs. Staff compare community inputs with programming scope to assess whether additional activities can be integrated to support needs.</p>	<p>Program is centered on addressing identified community needs.</p> <p>Program fosters a sense of ownership and a feeling of belonging among community members.</p> <p>Program curriculum is developed and delivered based on the participants' interests.</p>	<p>Program continually seeks to identify changing needs. Staff devote time to better understand, respond to, and design with the community. Program staff foster relationship-building with community members.</p> <p>Program communicates clearly when and how participants have an opportunity to influence programming. Program creates spaces for community-led activities.</p> <p>Community and participants are involved in interpreting and making decisions regarding what steps should be taken to improve the program.</p>
<p><b>Continued Engagement</b></p>	<p>Program includes volunteers in activities and outreach.</p>	<p>Program staff stay apprised of community's changing demographic make-up and language needs.</p> <p>Program partners with other organizations to identify and develop new curriculum as the community's needs change.</p> <p>Program staff are trained on facilitation, trust-building, and community building techniques.</p> <p>Program promotes additional volunteer training and leadership opportunities with program or institution.</p>	<p>Staff receive continued training on EDI core competencies.</p> <p>Staff are trained on facilitation, trust-building, and community-building techniques. Staff understand the culture(s) and language(s) of the community they serve and reflect that understanding in their work.</p> <p>staff continually connect with community members to develop programming that reflects changing community demographics.</p> <p>Program provides growth pathways for volunteers to transition into paid roles with program or institution.</p>

<b>Program Quality Standard Area: (6) Outreach as Key to Inclusion</b> Program prioritizes inclusive outreach based on intentional relationship-building efforts with community partners in order to better reach targeted communities.		
<b>Beginning</b>	<b>Emerging</b>	<b>Advanced</b>
<p>Program staff conduct stakeholder mapping, identifying organizations and individual leaders that serve as trusted voices in the community.</p> <p>Program develops relationships with other local stakeholders, cross-promoting events and activities.</p> <p>Outreach materials use plain language and diverse representation in images. Materials include main languages spoken in targeted area(s).</p>	<p>Program staff analyzes and create action plans to remove barriers preventing broader participation. Program assesses outreach efforts and changes in demographic participation at least once per year.</p> <p>Program establishes partnerships with diverse groups and outlines expectations, roles and responsibilities.</p> <p>Outreach materials use plain language and diverse representation in images. Materials include main languages spoken in targeted area(s).</p>	<p>Program establishes community engagement plan that includes goals to engage with communities that have not yet been reached. Outreach efforts are tracked and cross-checked against demographic participation. Program collaborates with other community partners to avoid duplication and amplify relevant opportunities. Partnerships include frequent exchange of information.</p> <p>Outreach materials use plain language and diverse representation in images. Materials include main languages spoken in targeted area(s).</p>