

ATTACHMENT A

Equity, Diversity and Inclusion Quality Standards

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ATTACHMENT B

Equity, Diversity and Inclusion Quality Standards

Structure and Content

As outlined in the City of San Jose's Education Policy 0-30, educational access to residents of San José' at all stages of life is a significant indicator of the future prosperity of our communities. The City invests resources into programs and services that are intended to support educational attainment and development of all city residents. Through partnerships with education agencies, community-based organizations and other key stakeholders throughout the region, the City should leverage our strengths as a whole community, use data to assess progress and identify gaps, and realign our assets where needed for the purpose of advancing educational outcomes and improving quality of life for residents of San José.

The Education Policy is driven by four core values:

- Equity of access to quality educational experiences for all learners is essential and must be cultivated by actively removing barriers;
- Opportunity to experience a wide variety of educational options extended to all learners, connecting Learners to skills-based learning, mentors, and potential career pathways;
- Quality of program offerings must be aligned with evidence-based practice and include the application of standards for learning and assessment of program efficacy; and
- Accountability to our residents with rigorous oversight through outcomes-based reporting along-side data on the resource investment in learning and education.

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 for residents 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 curricula 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 Pedagogy¹:** 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 Involvement:** 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 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*. 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 but 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.

¹ SJPL utilizes the term “culture” in a broad sense, recognizing it as all-encompassing concept, inclusive of personal identification, language, thoughts, actions, customs, beliefs and other elements. Medeiros and Cowall define it as, “a set of beliefs, practices and symbols that are learned and shared.” Brown, N., McIlwraith, T. F., de González Laura Tubelle, Medeiros, P., & Cowall, E. (2020). The Culture Concept. In *Perspectives: An open invitation to cultural anthropology* (Second, pp. 29–43). essay, American Anthropological Association.

Ultimately, a program that successfully incorporates an equity approach is a reflection of a work culture that continually reassesses and adapts policies, procedures, training and reflective practice through universal design, into all areas of department work. In order to advance EDI, departments must prioritize ongoing EDI training, skills-building, diverse staffing, evaluation and improvement based on feedback, in all facets of programming and the broader service delivery model.

Quality Standards with Focus Areas, Continuum, and Indicators

<p align="center">Program Quality Standard Area: (1) Anti-racist Approach</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>Training, Curriculum and Policies</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>Program staff and community members report supportive learning environments.</p> <p>Program makes adjustments so that barriers to participation are removed.</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 Black, Indigenous, and other communities of color, where relevant. Organizations and individuals with lived experience are invited to present these concepts. Program prioritizes enrollment to historically underserved communities.</p> <p>Program adds data analysis and community feedback reflection spaces in program meetings. Staff make</p>

			<p>adjustments so that identified 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>Prioritizing Resources</p>	<p>Program uses limited resources to provide programming that is relevant to the community, reflective of their identities and interests.</p> <p>Program staff identify which marginalized groups are being served and to what extent (individuals served/percentage of community group).</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, as well as low-income, unhoused and other social justice advocates for guest presentations.</p>	<p>Staff identify service gaps, intentionally disaggregating data for various groups' existing participation in programs or services. 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>

Program Quality Standard Area: (2) Inclusive programming

Program acknowledges and supports different learning styles and needs by creating curricula tailored to diverse communities.

Beginning	Emerging	Advanced
<p>Program encourages active participation for all ages and demographic diversity. Programs have protocol to request interpretation or other accommodations.</p> <p>Staff receive resources on inclusive programming 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 (8th 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 implementing inclusive programming delivery.</p>	<p>Program encourages active participation for all ages and demographic diversity. Program implements anti-ableism strategies and 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 (8th 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 and/or other adaptive technologies.</p> <p>Staff receive training and resources on how to lead inclusive programming design and delivery. Program includes dedicated spaces for community feedback and integrates inputs into annual work plan. Program supports members in finding commonalities between community members.</p>

Program Quality Standard Area: (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.

Focus Areas	Beginning	Emerging	Advanced
Data Collection	<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 equity program impact. Findings of evaluations are used to develop program improvement plans.</p>

<p>Data Analysis</p>	<p>Program staff reviews 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 of program impact and incorporate into reflective practice.</p>
<p>Program Design</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 leadership has structure in place to evaluate the effectiveness of programs and impact on participants. Program leadership uses these evaluations to inform programming decisions.</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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Program Quality Standard Area: (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.

Beginning	Emerging	Advanced
<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>Staff onboarding includes local history, key demographics and other tools to increase familiarity of diverse communities to be served.</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 and are provided with opportunities to participate in ongoing training and skills-building on core cultural competencies (including how to be responsive and sensitive to local norms, perspectives and needs; understanding of disability awareness and sensitivity training)</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, including from the disability community, and lead staff cross-training about various cultural, social, abilities and linguistic needs and preferences. All staff are trained on the concepts of cultural humility and receive ongoing training to deepen skills on cultural agility, how to deliver culturally responsive care models and sensitively engage with diverse communities Staff develop action plans to implement and revise procedures and best practices resulting from acquired cultural competency skills.</p> <p>Program identifies communities that are under-represented, establishes benchmarks to increase diversity and assesses progress towards achieving broader participation.</p> <p>Program centers universal design, including affirmations of diversity and belonging throughout implementation, as well as in the physical spaces and programming environments for learners of all backgrounds, strengths, needs and interests</p>

Program Quality Standard Area: (5) Community Involvement

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.

Focus Areas	Beginning	Emerging	Advanced
<p align="center">Community Members as Experts</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 align="center">Continued Engagement</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 are trained on facilitation, trust-building, and community-building techniques. Staff receive continued training on EDI core competencies and they report greater understanding of 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 and needs.</p>

			Program provides growth pathways for volunteers to transition into paid roles with program or institution.
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Program Quality Standard Area: (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.		
Beginning	Emerging	Advanced
<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.</p> <p>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.</p> <p>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>