

Educational Equity Self-Assessment

OVERVIEW

This instrument draws upon evidence-based principles for building youth educational equity. We define educational equity as a measure of opportunity, fairness and achievement in education and out-of-school-time activities. This tool can help you to assess how your program goals and implementation align with educational equity best practices. The goal of this tool is to stimulate ideas for adopting a more systemic approach to positive youth development programming that caters to the needs of all youth.

Survey Sections

1. Identifying program goals and focal areas
2. Assessment of program content
3. Scoring
4. Application: reflection and program improvement

SECTION 1: IDENTIFYING PROGRAM GOALS AND FOCAL AREAS

What aspects of youth development does your program focus on (e.g., relationship-building, confidence, social skills, academic skills, leadership skills, etc.)?

What are your major program goals or aims?

What are the outcomes your program is hoping to impact?

SECTION 2: ASSESSMENT OF PROGRAM CONTENT

In our program, we...	Not at all	Somewhat	A lot
1. Connect youth with mentors and role-models	0	2	4
2. Organize our program to promote youth choice	0	2	4
3. Create activities that allow youth the space to talk about their backgrounds with others	0	2	4
4. Engage youth in team-building activities	0	2	4
5. Help youth learn and grow from their mistakes	0	2	4
6. Engage in discussions about how to help youth manage and express their emotions	0	2	4
7. Engage in activities that allow youth to identify their values	0	2	4
8. Initiate conversations with youth about who they want to be in the world	0	2	4
9. Lead activities that expose youth to a variety of topics	0	2	4
10. Provide academic tutoring	0	2	4
11. Provide youth with opportunities to pursue their academic interests	0	2	4
12. Initiate activities that give youth the chance to teach each other about what they learned	0	2	4
13. Provide space for youth to work independently and teach themselves	0	2	4
14. Provide time for youth to practice setting long and short-term goals	0	2	4
15. Provide opportunities for youth to practice their note-taking skills or a way to track their tasks/assignments	0	2	4

In our program, we...**Not at
all****Somewhat****A lot**

16. Organize activities that show youth ways to save and manage their money

0

2

4

17. Educate youth about the cost of college and opportunities for scholarships and financial aid

0

2

4

18. Include parents in discussions about financial planning and the college admission process

0

2

4

19. Facilitate activities that get youth thinking about their goals for after high school

0

2

4

20. Hire staff that reflect the backgrounds of youth in the program

0

2

4

21. Hold discussions about potential barriers students may face in engaging in our program

0

2

4

22. Make adjustments to the program to fit the cultural needs of youth

0

2

4

23. Engage in discussions about advocacy and social change

0

2

4

24. Have conversations about culture with youth

0

2

4

25. Discuss how our program fits the beliefs and values of diverse families

0

2

4

SECTION 3: SCORING

Socio-emotional Readiness

Total your scores from questions 1 - 8 and divide by 8 = _____

Academic Readiness

Total your scores from questions 9 - 15 and divide by 7 = _____

Financial Readiness

Total your scores from questions 16 - 19 and divide by 4 = _____

Cultural/Contextual Needs

Total your scores from questions 20-25 and divide by 6 = _____

SECTION 4: REFLECTION AND GROWTH OPPORTUNITIES

Rank the areas from the previous section, from highest score to the lowest score.

- 1.
- 2.
- 3.
- 4.

Does this ranking reflect your program's emphasis?

If you answered "no" or "somewhat" to the previous question, what could you do to better focus on your program goals?

How do you evaluate whether your program is successful in these areas?

Youth programming tends to be more successful when parents are involved. How (if at all) have you involved parents in your program? Brainstorm a few potential areas where you could involve parents. How might you tailor your approach to be more inclusive of hard-to-reach parents?

Which of these areas (identified in section 3&4) could you do a better job incorporating into your program?