



Promoting Diversity, Access, Equity and Inclusion:

In our program all youth are welcomed into the program

In our Program...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p>Element A</p> <p>All youth are welcomed into the program</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Youth with special needs are automatically turned away from the program <input type="checkbox"/> There is little or no interaction between participants with special needs and those without <input type="checkbox"/> Some youth are consistently left out of activities <input type="checkbox"/> Targeting language, negative stereotypes and hate speech are used in informal interactions 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff discuss the needs of youth with special needs and identify what accommodations they can offer to family. <input type="checkbox"/> All youth are engaged and participating in activities in some way, regardless of physical abilities, etc. <input type="checkbox"/> Staff check for understanding before moving into next activity <input type="checkbox"/> Instructions are charted, spoken, and include pictures or modeling whenever possible <input type="checkbox"/> Staff break activities into smaller parts <input type="checkbox"/> Staff intervene to explicitly address negative stereotyping and discriminatory statements when they 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff are comfortable discussing the needs of youth with special needs <input type="checkbox"/> Staff are able to provide adaptive equipment for youth (earphones for youth sensitive to noise, visual supports, behavior plans) <input type="checkbox"/> Staff make it a point to prioritize interactive play over competition in some activities <input type="checkbox"/> Staff are able to hold a facilitated discussion with program participants to explore strategies to create an inclusive community when one member has special needs



QSA
SECTION 10

Promoting Diversity, Equity, and Inclusion:

In our program, program materials are inclusive to their target youth population and youth are encouraged to unpack the role of bias in their social context

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<p>Element B</p> <p>Program materials are inclusive to their target youth population</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All program materials are in English only. Graphics and images reflect dominant culture, leaving out other groups. 	<ul style="list-style-type: none"> <input type="checkbox"/> Materials are reflective of the participants’ cultures, languages, youth with special needs <input type="checkbox"/> Enrollment form includes a place to indicate if youth needs special accommodations 	<ul style="list-style-type: none"> <input type="checkbox"/> The mission statement, outreach materials and policies emphasize a commitment to serving ALL youth in the community (specifically youth with special needs, mobility issues, and learning needs)
<p>Element C</p> <p>Youth are encouraged to unpack the role of bias in their social context</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Youth rarely acknowledge the impact of power or privilege in the program or their lives <input type="checkbox"/> Generalizations go unchallenged (such as “the American dream makes it possible for anyone to achieve success if they work hard enough,” or, “Anyone can read because there are libraries everywhere.”) <input type="checkbox"/> Staff are not trained in anti-oppression conversations and miss opportunities to impact youths’ awareness of their social context 	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitator needs the more conscious members of the group to challenge bias, instead of making it part of the training content <input type="checkbox"/> Generalizations are challenged with provocative questions such as “What are some of the resources or experiences a person needs in order to be successful?” or “What might make it difficult for someone to utilize a library?” <input type="checkbox"/> Staff can describe their own biases 	<ul style="list-style-type: none"> <input type="checkbox"/> The program presents information and facilitates discussion about systemic privileges to bring awareness to the social context of power <input type="checkbox"/> Without blaming or shaming, participants are given the opportunity to discuss ways they hold power, how this power benefits them, and how they can be stronger allies to others <input type="checkbox"/> Staff can describe interaction between own cultural values and the cultural values of others <input type="checkbox"/> Staff can describe own limitations in understanding and responding to cultural and human differences and seeks assistance when needed



Promoting Diversity, Access, Equity and Inclusion:

In our program youth have opportunities to explore, share and celebrate their culture with others

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<p>Element D</p> <p>Youth have opportunities to explore, share and celebrate their culture with others</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff acknowledge other holidays but mainly hold a Christmas party <input type="checkbox"/> Youth of non-dominant cultures are asked to be spokes-people of their traditions, and put youth on the spot to present/teach their cultural practices 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff affirms and respects each participant’s culture, religion, home language and family values in all verbal and non-verbal exchanges <input type="checkbox"/> Holiday seasons are inclusive of many cultures <input type="checkbox"/> Special days are celebrated throughout the year to acknowledge all the cultures present in the program <input type="checkbox"/> Time is built in to program activities for youth to learn about each others’ cultures and traditions through fieldtrips, guest speakers, and other experiences. <input type="checkbox"/> Staff incorporate community history and knowledge into program activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff encourages youth to name and challenge gender and cultural stereotypes <input type="checkbox"/> Program incorporates activities to learn words in other languages, besides English <input type="checkbox"/> Youth and staff contribute to an altar, or sacred space in the program that reflects important artifacts from their lives, culture or heritage <input type="checkbox"/> Youth are encouraged to create rituals and traditions for the program, to reflect their shared culture