

Compliance Review Instrument

Instructions: Circle the choice that most closely expresses your personal perception of how things are. Your answers will form a “perceptual map” to allow you to focus on key areas of organizational civil rights performance during the webinar. The instrument items represent a sampling of key indicators for strategic consideration.

Go to the tabulation sheet, read the instructions, and add up the response values under each category (1-5).

1. Our organization’s structure and civil rights functions are sufficient to assure eligible individuals have the opportunity to participate in programs.

_____◆_____◆_____◆_____◆
almost always frequently sometimes almost never

2. We have specific functional positions at the highest level of the organization (some report to Assistant/Associate Director or Director), to accomplish our civil rights goals.

_____◆_____◆_____◆_____◆
almost always frequently sometimes almost never

3. We have mechanism(s) in place to ensure staff are kept informed and are able to make day-to-day decisions concerning civil rights laws and equal opportunity requirements.

_____◆_____◆_____◆_____◆
almost always frequently sometimes almost never

4. Organization officials and employees demonstrate a working knowledge, sufficient to their positions, of the requirements of civil rights rules and regulations in their everyday job activities.

_____◆_____◆_____◆_____◆
almost always frequently sometimes almost never

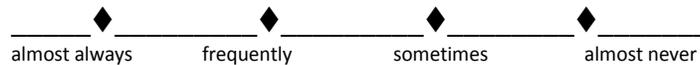
5. Plans of Work and/or Individual Development Plans include work goals related to civil rights/diversity/equal opportunity (e.g., serving diverse communities, functioning on a diverse work team, collaborating with multicultural community partners).

_____◆_____◆_____◆_____◆
almost always frequently sometimes almost never

6. Organization officials and employees are held accountable by the performance system for achieving the requirements of civil rights laws, regulations, and policy.



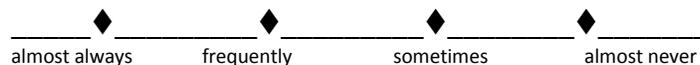
7. University, Extension, and Research policy are regularly communicated to volunteers regarding program participants' individual rights, accommodation, and accessibility.



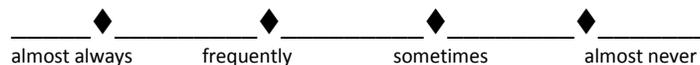
8. Managers control employees' access to professional development opportunities.



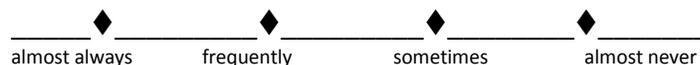
9. The organization has a policy-based mentoring and professional development program for faculty and staff.



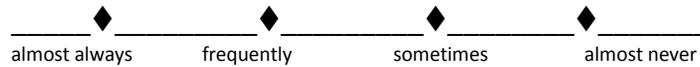
10. As part of our Plan of Work we have in place a system for obtaining stakeholder input from a diverse constituency.



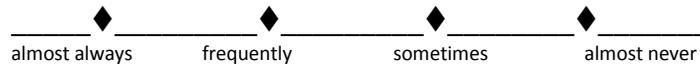
11. We have in place processes and procedures to recruit, appoint, and/ or select diverse committee and board members.



12. Our employees, if requested, can describe the options for filing a program complaint to a client/ program participant.



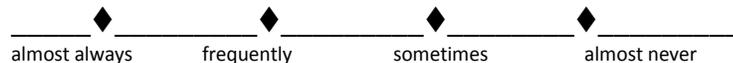
13. Our program units have in place budgetary elements that provide means to fund reasonable accommodations requested by program participants with disabilities or limited English proficiency.



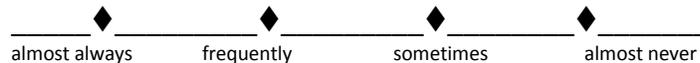
14. Our public notification policy includes guidance about media that is accessible to blind, partially sighted, deaf, and hard-of-hearing potential program participants.



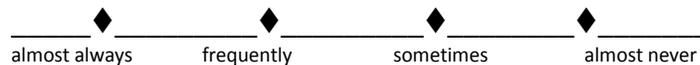
15. The University, Extension or Research, or all three, have web accessibility policies governed by Section 508 of the Rehabilitation Act of 1973.



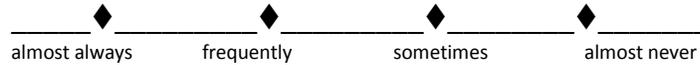
16. Our program data includes *potential* clientele/population by race, ethnicity and gender to serve as a point of comparison to the actual contacts we reach.



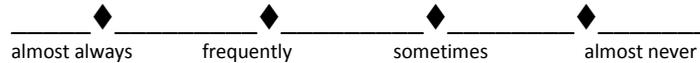
17. Our faculty and staff are able to list and/or explain the legal/regulatory reasons they must collect race, ethnicity, and gender data of program participants.



18. We collect sufficient demographic data at the initiative, program, agent/educator, county and state level to demonstrate that we are reaching racial and ethnic minorities and women in our counties and the State.



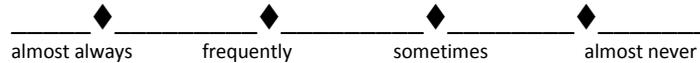
19. Our data collection system allows us to assess our position regarding delivering program benefits to historically underserved minorities and women at **multiple points in time** during a given year.



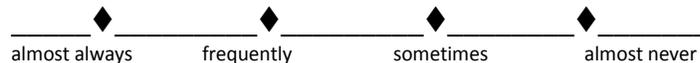
20. Our data rolls up to the Director level and he/she is briefed on it.



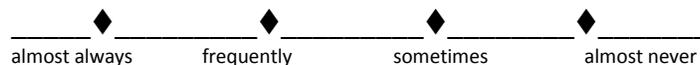
21. We make continual efforts (to integrate clubs, do joint club programming, increase after-school and school-based programming) to reach a diverse population and avoid segregation in our programs, especially clubs.



22. We have policies in place to ensure that all press releases, articles, publications, posters, flyers, and program materials include nondiscrimination statements.



23. Program media (articles, signs, posters, website, etc.) inform the public about how to secure accommodations for persons with disabilities.



24. Our organization has an internal compliance review process that enables us to assess our civil rights program and provide compliance training.

_____◆_____◆_____◆_____◆
almost always frequently sometimes almost never

25. Our organization has a Limited English Proficiency Policy and a plan for providing program services to persons who are limited English proficient.

_____◆_____◆_____◆_____◆
almost always frequently sometimes almost never

26. Collaborative and mutually beneficial ties are maintained between the 1862 and minority-serving Land-Grant Institutions in my state (HSIs, 1994's, 1890's) regarding MOUs, collaborative projects, and other working relationships among leadership in the institutions.

_____◆_____◆_____◆_____◆
almost always frequently sometimes almost never

PLEASE COMPLETE YOUR RESPONSES TO THE INSTRUMENT ITEMS

BEFORE YOU OPEN THE TABULATION FILE. THANK YOU!