

Civil Rights Program Evaluation and Review Guide



Local Unit: _____

Regional Director: _____

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Civil Rights Program Evaluation and Review

Background

The National Institute of Food and Agriculture, and its land-grant partners, such as K-State Research and Extension, are committed to being equal opportunity providers of extension programs. These programs must treat every customer and employee with fairness, equality, and respect. This applies to all aspects of the program including identifying needs, setting priorities, allocating resources, selecting and assigning staff, conducting programs, and getting feedback.

The performance of a civil rights audit and review is one of the major and unique requirements of federal civil rights legislation. It provides a systematic process for the assessment of compliance with federal regulations as it pertains to policies, procedures, programs, and practices as well as the development and implementation of modifications to correct any instances where deficiencies are identified.

This guide is designed for K-State Research and Extension when conducting a civil rights evaluation and review of the local unit program.

Purpose and Relevant Legislation

Civil Rights Compliance Reviews are conducted in accordance with the following Civil Rights Laws, Authorities, and Regulations:

- Title VI of the Civil Rights Act of 1964
- Title VII of the Civil Rights Act of 1964
- The Age Discrimination Act of 1967, as amended
- Title IX of the Education Amendments of 1972
- The Equal Pay Act of 1963, as amended
- The Rehabilitation Act of 1973
- American with Disabilities Act of 1990, as amended
- The Civil Rights Act of 1991
- Executive Order 13166
- Other pertinent federal laws and regulations

The Civil Rights Program Evaluation and Review provides the opportunity for the presentation of specific program accomplishments from the following programs: Agriculture/Horticulture, Community Development, Family and Consumer Sciences, and 4-H Youth Development. The format elicits, using structured statements, both quantitative and qualitative information. Moreover, it offers the opportunity for comments and explanation regarding statements that may not adequately reflect accomplishments. All statements made and dates cited should be based upon verifiable records and/or documentation at the local unit and/or state office.

Staff Teamwork in Programming

1. Does your unit hold staff conferences for the purpose of cross-discipline programming? If yes, how often?

2. Give examples of cross-discipline programming:

3. What changes are planned for the next year in the way and frequency that Extension staff will meet and your plans to achieve additional cross-discipline programming? Describe the changes:

4. List agents and number of days of professional development they have attended during the past 12 months:

5. Do all staff members' job descriptions contain the following, or a similar statement?
"Provide educational programs and materials to all people of the county / district without regard to race, color, religion, national origin, sex, age or disability."

6. Has the Extension Board reviewed the "Civil Rights Training for Boards and Program Development Committees" training?
If yes, date completed: _____

Document any action already taken to expand representation of underserved audiences on Program Development Committees.

Has the board reviewed/approved annual action plans to include efforts to expand audiences? If so, list examples:

7. What training have staff members received in the past four years regarding issues of reaching underserved audiences?

8. Within the past four years, have all organizations with whom local offices cooperate on an ongoing basis received and responded to Written Notification of K-State Research and Extension's Civil Rights Policy?

Yes No

If yes, provide list of cooperators with signed cooperation agreements:

9. Where are Civil Rights laws and files found on the KSRE website?

List all staff in your office who know where to find this site.

10. What should staff do if they receive a Civil Rights complaint?

List all staff who know how to respond to a complaint.

11. List any accommodations your local unit has made for those with Limited English Proficiency.

Plan Of Public Notification

Letting people know our Extension program is open and available to the public is called public notification. Public notification activities are the extra efforts you plan in order to advise minorities of program availability on a non-discriminatory basis, and usually consists of a series of various communication methods that advise the public about program availability.

Some of the basic “public notification” activities:

- Extension program outreach should use the most diversified possible communications to attract persons of all races, colors, religions, genders, and national origins to participate. Examples include: posters, flyers, minority organization bulletin board notices, and stuffers in utility bills or other public mailings.
- Prominently display the And Justice for All poster in all Extension offices and facilities where programs are delivered.
- Provide information on Extension programs to grass roots organizations that relate to the Protected Class members of your county, via mail, personal visits, newsletters, phone calls, etc.
- Use the non-discriminatory statement or phrase in all news releases that announce an Extension program and/or explain how to participate.
- Place the names of persons of a Protected Class on appropriate mailing lists so that individuals and/or families will receive information regarding Extension programs for which they are potential recipients.
- In Extension programs that may traditionally attract only males or only females, use words, phrases, or statements in the program announcements that clearly indicate that participation of both males and females are encouraged and appropriate.

Answers to the following questions will help your unit gauge your public notification efforts:

1. List the locations where the “And Justice for All” poster is displayed:

2. Does the Extension nondiscrimination statement (i.e., “K-State Research and Extension is an equal opportunity provider and employer.”) appear on all informational materials released to the public?

3. Have you documented any “extra efforts” to inform historically underserved audiences about Extension resources and meetings? If yes, list examples:

4. List minority organizations which are kept informed about new extension programs and the methods by which they are informed:

5. List mass media outlets which are used by historically underserved audiences and the county has employed to announce Extension programming:

Program Accessibility

The Americans with Disabilities Act of 1990, amended in 2008, prohibits the discrimination against qualified individuals with disabilities. The ADA Act requires reasonable accommodations in Extension programming and that programming occurs in accessible locations. An [ADA checklist for Existing Facilities](#) is available through the ADA National Network.

1. Is the following, or a similar statement, on all newsletters, brochures, and program announcements?
“K-State Research and Extension is committed to making its services, activities, and programs accessible to all participants. If you have special requirements due to a physical, vision or hearing disability, please contact [Extension agent’s name and telephone number].”
2. List any accommodations made to serve disabled participants in programs for the past 2 years. Be as specific as you can.
3. List any programs held in a non-accessible location in the last 2 years. Indicate why it was necessary to use this location and what accommodations were made for program participants in need of them.

All Reasonable Efforts

Affirmative Action refers to creative actions or steps taken to accomplish compliance with the intent of the Civil Rights Act. As an extension employee, you must make all reasonable efforts to comply with our Civil Rights regulations. All Reasonable Effort activities are

required efforts you need to use when programming with members of one race who function in a multi-racial community. Some of the required steps in implementing All Reasonable Effort include:

- Determine by community, neighborhood, or minor civil division, the multi-racial communities in your county.
- Determine, by club or group name, program area groups functioning in these neighborhoods or communities.
- Determine from participation data if the club or group membership reflects the racial composition of the neighborhood or community.

The minimum All Reasonable Effort requirements for local unit Extension staff members working with any identified clubs or groups whose membership is all one race, include the following items:

1. Use all available mass media, including radio, newspaper, and television to inform potential recipients within local multi-racial communities of the program and of the opportunity to participate. List examples:

2. Personal letters and flyers/publications addressed to potential recipients inviting them to participate, including dates and places of meetings or other planned activities. List examples:

3. Personal visits by the local unit staff to a representative number of defined potential recipients in geographically defined areas to encourage participation. List examples:

Local Extension Board

The Local Extension Board is the overall policy-making group for the local unit. List the names of the members and indicate their race, gender, and ethnicity.

Member Names	RACE*						Gender*		Ethnicity
	White	Black or African American	American Indian or Alaskan Native	Asian	Native Hawaiian / Other Pacific Islander	Two or More Races	M	F	

For districts, insert additional lines as necessary.

If your board is not diverse, what steps have been or are being taken to improve this situation?

According to the Extension law, the Local Extension Board meets each month. Record the number of board members in attendance for each of the last 12 months:

-, , , , , , , , , , , .

Have changes been made in the meeting location or schedule to increase attendance at meetings? If yes, list examples:

Program Reviews of Parity

Agriculture Program Review

According to the Extension Law, the elected Program Development Committee has responsibility for working with extension agents to plan and implement local extension programs. List elected/appointed members and indicate their race, gender, and ethnicity.

Member Names	RACE*						Gender*		Ethnicity
	White	Black or African American	American Indian or Alaskan Native	Asian	Native Hawaiian / Other Pacific Islander	Two or More Races	M	F	
							Hispanic / Latino		

Insert additional lines as necessary.

1. If the PDC is not diverse, what steps have been or are being taken to improve this situation?

2. List the date(s) that Civil Rights Training was provided to this committee:

3. How many times has the Program Development Committee met during the past 12 months?
 Have any changes been made in the meeting location or schedule to increase attendance at PDC meetings?
 If yes, list examples:

4. Has the committee reviewed the population, economic, and social trends of your local unit when determining program needs? Cite briefly how this information was reviewed and describe the implications census data has for Agricultural programming.

5. List programs, projects, or activities designed during the year to serve the needs of specific under-served audiences (e.g., racial/ethnic minorities, women/men, the disabled, etc.)

If none, please check:

6. Briefly describe any program or facility/location changes made during the past program year which have resulted in increased participation by underserved audiences:

7. List organizations serving primarily minority or underserved audiences that Extension informs of program opportunities.

If none, please check:

8. Briefly describe a success story in reaching a new audience during the past four years:

9. Indicate below the names and membership demographics of other planning committees/organizations (e.g., special interest groups, commodity groups, farm organizations, health care coalitions, schools, civic clubs, financial institutions, other youth agencies, religious groups, Chamber of Commerce, etc.) with which the local unit has worked.

If none, please check:

Number Of Members by Race, Gender, And Ethnicity

Committee Names	RACE*						Gender*		Ethnicity Hispanic / Latino
	White	Black or African American	American Indian or Alaskan Native	Asian	Native Hawaiian / Other Pacific Islander	Two or More Races	M	F	

* Race and gender numbers must be equal

Parity In Agriculture Programs

Federal Civil Rights laws require Extension educators to make all reasonable efforts to ensure that all people have equal opportunities for program participation. We measure our compliance by using parity. An Extension program is in parity when program participation by under-represented groups reflects their proportionate representation in the population of potential recipients. You may use the [US Census Data](#) or other reputable sources as your population comparator. For agriculture programs, the [Census of Agriculture](#) may be appropriate. A program is considered “in compliance” when its participation has reached 80% of parity in each group.

Using the last four Quarterly Contact Reports and Census data, calculate parity for your program area using the Parity Calculator. If a local unit has more than one agent that works in the same subject matter area, combine the contact numbers. Attach a copy of the parity report for each program area to this document.

Family and Consumer Sciences Program Review

4. Has the committee reviewed the population, economic, and social trends of your local unit when determining program needs? Cite briefly how this information was reviewed and describe the implications census data has for Family and Consumer Sciences programming.

5. List programs, projects, or activities designed during the year to serve the needs of specific under-served audiences (e.g., racial/ethnic minorities, women/men, the disabled, etc.)
If none, please check: ___

6. Briefly describe any program or facility/location changes made during the past program year which have resulted in increased participation by underserved audiences:

7. List organizations serving primarily minority or underserved audiences that Extension informs of program opportunities.
If none, please check: ___

8. Briefly describe a success story in reaching a new audience during the past four years:

9. Indicate below the names and membership demographics of other planning committees/organizations (e.g., special interest groups, commodity groups, farm organizations, health care coalitions, schools, civic clubs, financial institutions, other youth agencies, religious groups, Chamber of Commerce, etc.) with which the local unit has worked.

If none, please check:

Number Of Members by Race, Gender, And Ethnicity

Member Names	RACE*						Gender*		Ethnicity Hispanic / Latino
	White	Black or African American	American Indian or Alaskan Native	Asian	Native Hawaiian / Other Pacific Islander	Two or More Races	M	F	

* Race and gender numbers must be equal

Parity In Family and Consumer Sciences Programs

Federal Civil Rights laws require Extension educators to make all reasonable efforts to ensure that all people have equal opportunities for program participation. We measure our compliance by using parity. An Extension program is in parity when program participation by under-represented groups reflects their proportionate representation in the population of potential recipients. You may use the [US Census Data](#) or other reputable sources as your population comparator. A program is considered “in compliance” when its participation has reached 80% of parity in each group.

Using the last four Quarterly Contact Reports and Census data, calculate parity for your program area using the Parity Calculator. If a local unit has more than one agent that works in the same subject matter area, combine the contact numbers. Attach a copy of the parity report for each program area to this document.

Community Vitality Program Review

According to the Extension Law, the elected Program Development Committee is responsible for working with extension agents to plan and implement local extension programs. List elected/appointed members and indicate their race, gender, and ethnicity.

Member Names	RACE*						Gender*		Ethnicity
	White	Black or African American	American Indian or Alaskan Native	Asian	Native Hawaiian / Other Pacific Islander	Two or More Races	M	F	
							Hispanic / Latino		

Insert additional lines as necessary.

1. If the PDC is not diverse, what steps have been or are being taken to improve this situation?

2. List the date(s) that Civil Rights Training was provided to this committee:

3. How many times has the Program Development Committee met during the past 12 months?
 Have any changes been made in the meeting location or schedule to increase attendance at PDC meetings?
 If yes, list examples:

4. Has the committee reviewed the population, economic, and social trends of your local unit when determining program needs? Cite briefly how this information was reviewed and describe the implications census data has for Community Vitality programming.

5. List programs, projects, or activities designed during the year to serve the needs of specific under-served audiences (e.g., racial/ethnic minorities, women/men, the disabled, etc.)
If none, please check: ___

6. Briefly describe any program or facility/location changes made during the past program year which have resulted in increased participation by underserved audiences:

7. List organizations serving primarily minority or underserved audiences that Extension informs of program opportunities.
If none, please check: ___

8. Briefly describe a success story in reaching a new audience during the past four years:

9. Indicate below the names and membership demographics of other planning committees/organizations (e.g., special interest groups, commodity groups, farm organizations, health care coalitions, schools, civic clubs, financial institutions, other youth agencies, religious groups, Chamber of Commerce, etc.) with which the local unit has worked.
If none, please check:

Number Of Members by Race, Gender, And Ethnicity

Committee Names	RACE*						Gender*		Ethnicity Hispanic / Latino
	White	Black or African American	American Indian or Alaskan Native	Asian	Native Hawaiian / Other Pacific Islander	Two or More Races	M	F	

* Race and gender numbers must be equal

Parity In Community Vitality Programs

Federal Civil Rights laws require Extension educators to make all reasonable efforts to ensure that all people have equal opportunities for program participation. We measure our compliance by using parity. An Extension program is in parity when program participation by under-represented groups reflects their proportionate representation in the population of potential recipients. You may use the [US Census Data](#) or other reputable sources as your population comparator. A program is considered “in compliance” when its participation has reached 80% of parity in each group.

Using the last four Quarterly Contact Reports and Census data, calculate parity for your program area using the Parity Calculator. If a local unit has more than one agent that works in the same subject matter area, combine the contact numbers. Attach a copy of the parity report for each program area to this document.

4. Has the committee reviewed the population, economic, and social trends of your local unit when determining program needs? Cite briefly how this information was reviewed and describe the implications census data has for 4-H Youth Development programming.

5. List programs, projects, or activities designed during the year to serve the needs of specific under-served audiences (e.g., racial/ethnic minorities, women/men, the disabled, etc.)
If none, please check: ___

6. Briefly describe any program or facility/location changes made during the past program year which have resulted in increased participation by underserved audiences:

7. List organizations serving primarily minority or underserved audiences that Extension informs of program opportunities.
If none, please check: ___

8. Briefly describe a success story in reaching a new audience during the past four years:

9. Attach a county map, showing the location of 4-H clubs and the neighborhoods they serve.
Number of areas identified: _____
Date: _____
10. Describe actions taken by the 4-H Program Development Committee to determine the need for additional 4-H clubs or groups in areas where youth are not being served.

If no actions were taken, please check: ____

Number Of 4-H Members by Race, Gender, And Ethnicity

Do you have race or sex segregated clubs or groups? If so, what have you done to encourage integration?

Number of Community Clubs	Number of same-sex clubs	Number of one-race clubs

Use your most recent ES 237 report to provide the following information:

	Male	Female	Hispanic / Latino	White	Black	American Indian/ Alaskan Native	Asian	Native Hawaiian / Pacific Islander	Other	Two or more races
Youth in Community Clubs										
Youth in School Enrichment										
Youth in Special Interest										

** Race and gender numbers must be equal*

1. Are officers of groups disproportionately of one race, color, national origin, sex, or disability?
2. How do you ensure that rules, regulations, policies, procedures, and constitutions do not disproportionately limit participation by race, color, national origin, sex, or disability?
3. How do you ensure that individuals (adults or youth) are not disproportionately selected for participation by race, color, national origin, sex, or disability?

4. Describe how “all reasonable efforts” been followed to increase participation of historically underserved audiences in 4-H and other Extension groups?

Parity in 4-H Youth Development Programs

Federal Civil Rights laws require Extension educators to make all reasonable efforts to ensure that all people have equal opportunities for program participation. We measure our compliance by using parity. An Extension program is in parity when program participation by under-represented groups reflects their proportionate representation in the population of potential recipients. You may use the [US Census Data](#) or other reputable sources as your population comparator. A program is considered “in compliance” when its participation has reached 80% of parity in each group.

Using the most recent ES-237 Report and Census data, calculate parity for your program area using the Parity Calculator. Attach a copy of the parity report to this document.

Completion

Review Completed by:

Local Unit Director

Date

Other staff involved in the review were:

Send the **Civil Rights Audit and attachments** to your Regional Director and Extension Operations.

Regional Director Response and Corrective Actions Requested

Date: _____

Corrective Actions

The following corrective actions have been regarding the [Local Unit] Civil Rights Audit.

Local Unit Director Signature

Date

Send to Regional Director & Extension Operations.