

UME INTERNAL COMPLIANCE REVIEW

SELF-ASSESSMENT QUESTIONNAIRE

FOR USE IN UME COUNTY AND CLUSTER UNITS
FOR ALL PROGRAM AREAS

UPDATED FEBRUARY 20, 2015

UME Internal Compliance Review Self-Assessment Questionnaire

Calendar Year, January ____ to December ____

County _____ Cluster _____

Program Area _____ Completed by _____

Instructions:

This questionnaire is to be completed by every faculty and staff member as it pertains to their program area. After that, the responses may be combined and summarized by county for the State Report. In an actual federal review the lead faculty member for a subject matter program area is generally interviewed with program specialists and assistants (both separately and as a group): you may opt to finalize the completion of the questionnaire for each subject matter area in a program area group with specialists and assistants participating.

Individuals should retain their original program area copies with all data reports and attachments: one goal of this process is to simulate the key aspects of a federal compliance review and to point out the elements of program planning, curriculum design and methods, public notification, and other items under faculty and staff control that may be scrutinized.

Federal regulation requires review of program participation data at the *county level* at present. Most questions allow flexibility in responding at county, area, cluster, and higher levels, should you wish to summarize at other levels; but, data is required at county level during county reviews.

1. Who is involved in determining the direction and content of County Extension programs?
 - Cluster/Area Extension planning committee
 - County Extension Advisory Committee/Board
 - Faculty-based subject matter committee
 - Other (please specify) _____

Planning and Access

2. Please list all program planning committees by name and show the demographic composition (total number by race, ethnicity and gender) of their membership below. Include informal groups and cross-departmental groups such as area or initiative teams.

Name	White	Black	Asian/PI	Am.Ind./ Alaska	2 or More	Hispanic	Male	Female
Totals								

2. How often does the EAC meet? (Review meeting notes and attendance rosters.)

4. Committee members are chosen in the following ways, ensuring inclusive representation and processes.

- Elected
- Appointed by Extension
- Volunteer to serve
- Other (please explain) _____

5. List ways that UME Extension Educators/Agents work to interact in planning programs.

- Joint meetings by subject matter area
- Departmental planning meetings
- Cluster, area, or regional planning
- Cross-subject matter area collaboration
- Planning meetings with UMES Extension
- Other (please describe) _____

6. Share two examples of programs that resulted from joint/collaborative planning efforts for the current review year.

7. Please characterize the proportion of program planning (%) done at

- Cluster level (for whole cluster or some counties within it)
- Multi-county (across county lines outside home cluster)
- Individual county level
- Multi-cluster (adjacent clusters or areas with similar needs)
- Multi-specialty
- Multi-institution (please be specific)
- Other (please describe) _____

Collaboration and Resources

8. Share details of two instances where you worked collaboratively with others to deliver programming to your constituencies during the review period, focusing on the makeup of both the group who planned, designed and instructed in the program; and, focusing on the demographics and characteristics of the people who actually participated.

9. What changes and/or enhancements to collaborative planning and curriculum development and instruction do you anticipate adding in the next year or two?

- Involve advisors/volunteers from the potential program participant group more often in planning and testing content (formative evaluation).
- Use more updated U.S. census and other community data and/or current program participation trends in assessing collaboratively how to target programs: what to emphasize and de-emphasize.
- Meet more frequently to engage in joint planning.
- Meet more informally to engage in collaborative curriculum and program design activities.
- Other (describe)_____

10. Please consider carefully whether or not faculty and staff have equal access to resources and other benefits needed to perform their duties efficiently and provide a level playing field for success.

Each faculty member will respond to the items in the chart. For purposes of the internal compliance review a summary of responses at county level may be prepared by putting the total number of responses to each item in appropriate blocks.

Instructions for individual respondents:

Please place a check mark in the row box indicating whether the statement is true frequently, sometimes, infrequently, or not at all.

	Frequently	Sometimes	Infrequently	Not at All
1. Work collegially with other races and genders				
2. Work with diverse participants				
3. Receive mentoring and growth assignments				
4. Receive information same as my peers				
5. Have access to training and professional development same as my peers				
6. Have access to equipment, supplies, facilities and support staff needed to do my job same as my peers				
7. Have access to travel budget same as my peers				
8. Have access to similar office space and am housed with my peers				

10. (continued) Please note the item number and explain any items to which you responded "infrequently" or "not at all."

11. Who makes program-related work assignments?

- ADO
- AED
- Other (describe and list) _____

12. List two or more examples in the past two years when all faculty and staff received official communications related to gender nondiscrimination, sexual harassment, sexual assault or gender nondiscrimination in programs; limited English proficiency and program materials or access to program benefits; program design and methods for people with disabilities; public notification guidelines, or guidance on formats to offer greater access to research and program information (web or publications).

For reviewer completion only:

13. List two examples in the past two years where faculty and staff received notification of administrative actions or other official communication in regard to Title VI (nondiscrimination in programs based on race, ethnicity and national origin) and Title IX (nondiscrimination in programs based on gender).

14. Describe and list sources available to faculty and staff (people, documents, online information, policy and procedure) that inform them of their responsibilities regarding program access, nondiscrimination laws and regulations, *and* procedural pathways for handling complaints and grievances.

Public Access and Notification

15. What provisions, if any, do your county and area-level offices have in place for members of the public to access nondiscrimination information, policies, laws, regulations (and your non-proprietary plans and procedures) while visiting your offices? For example, public access to central civil rights file information, your strategic plan, applications for benefits like scholarships; selection history and criteria, partnering organization letters of assurance of nondiscrimination, how to file a program discrimination complaint, and so on?

15. Where is the "And Justice for All" poster displayed? What is its purpose? Do you use it in other ways?

16. Provide a list of materials (and have samples available to show) from news media, your website, and in other languages and formats showing public notification of programs and use of accommodation statements and contact information for people with disabilities and limited English proficiency.

17. Are your web pages accessible to people using text-to-speech reading software, etc.? If not, what are your plans to make them Section 508 accessible?

18. Do you have an updated (within a year) ADA Checklist showing your office's pluses and minuses filed in your location? What assistive technologies and formats are readily available to people coming in, calling in to your offices, or searching online?

19. When planning programs how do you develop content/methods for people with disabilities? How do you notify people who are deaf, hard-of-hearing, blind, or partially sighted of programs they might be interested in?

20. What kinds of data and information do you utilize to plan your programs and to decide what locations to offer them in?

21. List and describe ways you have accommodated people in your programs in the past two years; please include ways you have notified the public of program access, inclusive planning practices, ways you have modified materials and methods and made program benefits accessible to new individuals and groups whether these accommodations were for language, disability, or any other reason.

For reviewer completion only: please capture all program areas!

21. We have instituted the following practices in the past two years to improve access to our programs and to expand the inclusiveness of our outreach by attracting more diverse participants:

<u>Initiative</u>	<u>Program Title</u>	<u>Practice</u>
1.		
2.		
3.		
4.		
5.		

Data

Please attach annual UMERS contact report summaries by program area and total summary report for County (review year). 4-H and nutrition programs will provide their report summaries showing demographics of program participants and volunteers.

22. How do you monitor outreach to the public in terms of the demographic composition of enrollment and participation in programs? (Please attach examples of rosters, log sheets that you use to enter participant demographic data into UMERS.)

23. How do you maintain mailing lists and other tools that allow you to connect directly to prospective program participants through media? To what degree do these methods allow you to know who you are reaching out to in terms of race, ethnicity and gender?

24. How do you calculate whether or not your programs are in parity by race, ethnicity and gender? Please summarize by program and county on an attached sheet.

Note: for 4-H also summarize participation by club (by club name) and camps (day and overnight).

25. If you have a program with volunteers (4-H, Master Gardeners, Homemakers, etc.) please summarize the demographic makeup of your *adult volunteers* (county level) on an attached sheet. For Master Gardeners include documentation of how they are trained to collect demographic information on participants in any training /plant clinics/ phone or e-mail advice lines they conduct. Include attendance roster/log sheet examples.

Training

26. When did you last participate in informal or formal training related to nondiscrimination in employment or programs? What subjects were covered?

27. How do you usually receive training and information related to nondiscrimination, access, and inclusion in your programs? (Please describe and list the ways.)

Please direct questions you may have on using this self-assessment to AGNR, Human Resources Department, Coordinator, Diversity & Training Programs 301- 405-1176.

Compliance by Discipline Subject Matter Area

Individual disciplines or subject matter areas (D/SMA) require customized approaches to compliance review. In addition to completing this questionnaire for overall disciplines and counties, this section may be used to record additional information specific to Educator programs and SMAs.

28. Please compare program participation in your SMAs for the last two complete data years and analyze the overall numbers of participants and their demographic composition. Are your programs becoming more or less diverse in terms of participants? Are they growing or shrinking? Are their differences based on the targeted location/geography of the programs (county, cluster, adjacent counties, etc.)?

29. Using the same two years, did you achieve or surpass parity? Please comment on All Reasonable Efforts you made including targeted programs and how you marketed them.

30. Please elaborate on any program accommodations you made in your SMAs, including planning and making available curriculum design/materials for people with disabilities or limited English proficient persons. Comment on targeted programs, collaborating across disciplines, and similar strategies.

31. How have you used media and different mediums and formats to ensure you reach people with disabilities and LEP persons? What have you planned to do to expand your public notification efforts?

32. Do you have program areas that have been chronically below parity? What Response Plans have you made and how would you assess the best ways to move toward improvement? Please comment on strategies you may have tried such as expansion committees and targeted programs within your SMAs to achieve improved outreach?

33. Do you use UMERS data to plan and assess your programming efforts? If not, why not? If yes, please describe how you use this data.

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