

# CIVIL RIGHTS PROGRAM EVALUATION AND REVIEW GUIDE



**RESEARCH | EXTENSION | TEACHING**

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*UVI SOA CES is an equal opportunity provider and employer.*

## CIVIL RIGHTS PROGRAM EVALUATION AND REVIEW

### **Background**

The National Institute of Food and Agriculture, and its land-grant partners, such as the University of the Virgin Islands School of Agriculture Cooperative Extension Service (SOA CES), are committed to being equal opportunity providers of SOA CES 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 when conducting a civil rights evaluation and review of the SOA CES.

### **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 will provide the opportunity for the presentation of specific program accomplishments from the following programs: Agriculture/Horticulture, Family and Consumer Sciences, and 4-H Youth Development, and Communications, Technology and Distance/Online Learning. 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 will be based upon verifiable records and/or documentation.

## STAFF TEAMWORK IN PROGRAMMING

- 1) Does UVI SOA hold staff conferences for the purpose of cross-discipline programming?  
Yes                      No  
  
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 SOA CES staff will meet and SOA CES 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) What training have staff members received in the past four years regarding issues of reaching underserved audiences?

- 7) Within the past four years, have all organizations with whom SOA CES cooperate on an ongoing basis received and responded to Written Notification of SOA CES Civil Rights Policy?

Yes                      No

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

- 8) Where are Civil Rights laws and files found on the SOA CES website?

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

- 9) What should staff do if they receive a Civil Rights complaint?

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

## LIMITED ENGLISH PROFICIENCY

The federal government requires that any entity receiving or administering federal money must take steps to provide equal access to programs and services for all individuals.

1. On average, how often do you assist customers with limited English proficiency?  
\_\_\_ times per  day  week  month
2. On average, how much time do you spend working with customers that have limited English proficiency?  
\_\_\_ hours per  day  week  month
3. Do you use outside sources (volunteer, refugee services), other than family to assist with the translations/interpreting?  
 Frequently  Sometimes  Never What source(s): \_\_\_\_\_
4. How often do you use family, friends, or other persons brought by the clients to do translation/interpretation?  
 Frequently  Sometimes  Never
5. How often do these encounters involve situation where children provide interpretation?  
 Frequently  Sometimes  Never
6. In order of frequency, which language groups do you encounter when working with limited English proficient clients? [1 being the most frequent and 7 being the least frequent]  
\_\_\_ Spanish \_\_\_ Arabic \_\_\_ African \_\_\_ Asian \_\_\_ Other: \_\_\_\_\_
7. Have you ever used a translation/interpretation service?  Yes  No  
If yes, check any that apply:  
 In-person  Co-worker  Volunteer  Telephone  Other: \_\_\_\_\_
8. Are you comfortable and qualified to interpret another language  
 Yes  No Language(s): \_\_\_\_\_



5) List mass media outlets which are used by historically underserved audiences and UVI SOA has employed to announce SOA CES programming:

6) Do any of the mailing lists used in SOA CES consist of exclusively of one race color, religion, or sex? If yes, identify the mailing lists and explain.

Yes                      No

7) List examples of non-discriminatory statements, photos, and graphics used to convey the message of equal opportunity in informational materials released to the public.  
Examples of such documents should be kept in your local unit civil rights file.

8) Do you have examples of sex-neutral language (i.e., elimination of sex discrimination, sex bias, and sex-stereotype language) in materials used in educational programs?

Yes                      No

Examples of such documents should be kept in your local unit civil rights files.

9) Give examples of program announcements and educational materials which have been prepared at the appropriate educational level or in a language other than English for a specific target audience:

10) What changes are planned pertaining to the above questions?











## PROGRAM REVIEWS

**Program:** \_\_\_\_\_

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:

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

List organizations serving primarily minority or underserved audiences that SOA CES informs of program opportunities.

If none, please check:

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

Indicate below the names and membership demographics of organizations (e.g., special interest groups, commodity groups, farm organizations, health care coalitions, schools, civic clubs, financial institutions, other youth agencies, religious groups, etc.) with which SOA CES has worked.

If none, please check:

**NUMBER OF MEMBERS BY RACE, GENDER, AND ETHNICITY**

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

\* Race, ethnicity and gender numbers must be equal

**COMPLETION**

Review completed by \_\_\_\_\_ Date \_\_\_\_\_  
CES Associate Director

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Dean and Director, School of Agriculture

Other staff involved in the review were:

_____	_____
_____	_____
_____	_____
_____	_____

**Corrective Actions**

The following corrective actions have been made in regards to the SOA CES Civil Rights Audit.