

Demographic Assessment for Communities, Boards, Workgroups, and Councils, F-02870 (08/2021)

Step One

ID 2

This assessment is a tool to help your group better incorporate voices from diverse communities. The assessment can be completed individually or as a group.

If you choose to complete the assessment as a group, consider whether all present may be equally comfortable speaking. In addition, you should send a hard copy of this assessment to all participants prior to convening, so participants have time to think through responses individually.

ID 5

1. Consider the population you aim to serve. Are they represented?

	We have representation on our team.	We have representation in other ways (e.g., focus groups, etc).	We need representation.	We do not serve this population.
Geographic (e.g., statewide, regional, county, local)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race and Ethnicity (e.g., Asian/Pacific Islander, Black, Caucasian, Hispanic/Latino, Native American)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation (e.g., heterosexual, lesbian, gay, bisexual, questioning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Disability (e.g., physical/medical condition, intellectual or developmental disability, emotional/behavioral disorder)

Socioeconomic Status (e.g., below poverty limit, at poverty limit, above poverty limit, well above poverty limit)

Rural/Urban

Religion (e.g., Christianity, Judaism, Islam, Hinduism, Buddhism, no religious affiliation)

Family Status (e.g., single, married, with or without children)

Language (e.g., English, Spanish, Hmong)

Gender (e.g., male, female, non-binary, transgender, gender queer, gender fluid)

Age (e.g., children, youth, young adults, adults, middle aged, older adults)

Education (e.g., no high school diploma, high school diploma, some college, associate's degree, bachelor's degree or above)

Step Two

Page description:

Assess how well your committee, board or council is doing at supporting the diversity of the community, and the variety of viewpoints and life experiences needed to make critical decisions.

ID 20

2. How well is your committee, board, or council doing when it comes to **engaging with a variety of state staff, local partners, people with lived experience?**

Some examples of this include:

- Define lived experience.
- Learn if professional colleagues have lived experience they can share.
- Create a circle of trust that supports people to share their lived experience.
- Ensure the people with lived experience represent the populations you aim to serve.
- Re-assess membership on a regular basis to see if there are more you can invite to the circle.

Not at All Well



Fairly Well



Well Enough



Very Well



3. How well is your committee, board, or council doing when it comes to **creating leadership opportunities for people with lived experience?**

Some examples of this include:

- Support community representatives to:
 - Serve as co-chair or chair of the meeting.
 - Take the lead on a project or evaluation of a project.
 - Lead the discussion for an agenda item.
 - Take notes in a meeting.
- Specifically ask people with lived experience for their thoughts and ideas.

Not at All Well

Fairly Well

Well Enough

Very Well

4. How well is your committee, board, or council doing when it comes to **holding meetings at times and locations that are convenient for all?**

Some examples of this include:

- Ask about availability.
- Consider meeting early mornings, evenings and weekends.
- Assure location is accessible and has good parking available.
- Provide transportation.
- Offer remote access.
- Identify a start and end time and honor that.
- Provide an agenda, meeting logistics and documents to be discussed a week in advance.
- Clarify expectations for people with lived experience in the meeting (share their story, participate as an equal member on the team, just listen, provide feedback later).
- Include everyone on listservs or other communications related to the topic of discussion.
- Text people with lived experience a couple of days before the meeting as a reminder.
- Identify the unique needs of the individuals who will be attending the meeting. For example; Do they have an outlook account? Have they ever used Zoom? Do they need headphones? Do they have broadband available? Etc.

Not at All Well

Fairly Well

Well Enough

Very Well

5. How well is your committee, board, or council doing when it comes to **preparing people for meetings and following up after meetings?**

Some examples of this include:

- Meet with community members 15-30 minutes prior to the meeting to orient them to the discussions likely to take place.
- Share group agreements or norms – avoid acronyms.
- Provide an acronym cheat sheet.
- Check in after meetings to see if there are lingering questions.
- Follow up on action items after the meeting.
- Have one member of the meeting share their cell phone number with the community members to text during the meeting if they have questions.
- Designate who will “meet” them at the beginning of the meeting and welcome them into the group.
- Designate consistent team member connectors to support people with lived experience.

Not at All Well

Fairly Well

Well Enough

Very Well

6. How well is your committee, board, or council doing when it comes to **creating agendas with input from people with lived experience?**

Some examples of this include:

- Identify a clear purpose for the meeting.
- Request agenda items a few weeks in advance of the meeting.
- Share the process about how to get time on the agenda or who to talk with.
- Set the next agenda at the end of the current meeting.
- Review the agenda prior to a meeting with a small group that includes community representatives.
- Recognize the urgency of the issues for the people with lived experience and agenda should reflect that urgency.
- Have five minutes at the beginning or the end of the meeting for additional items or sharing thoughts or ideas.

Not at All Well

Fairly Well

Well Enough

Very Well

7. How well is your committee, board, or council doing when it comes to **creating agendas with input from people with lived experience?**

Some examples of this include:

- Identify a clear purpose for the meeting.
- Request agenda items a few weeks in advance of the meeting.
- Share the process about how to get time on the agenda or who to talk with.
- Set the next agenda at the end of the current meeting.
- Review the agenda prior to a meeting with a small group that includes community representatives.
- Recognize the urgency of the issues for the people with lived experience and agenda should reflect that urgency.
- Have five minutes at the beginning or the end of the meeting for additional items or sharing thoughts or ideas.

Not at All Well

Fairly Well

Well Enough

Very Well

8. How well is your committee, board, or council doing when it comes to **meeting the needs of all cultures and languages?**

Some examples of this include:

- Include interpreters in meetings as needed (sign language, Spanish, etc.).
- Provide written materials in multiple languages as needed.
- Provide close captioning in virtual meetings.
- Consider the structure of the meeting and if it is conducive to a variety of cultures.
- Provide Land Acknowledgement and Honor.
- Consider all cultural observances and holidays (not typically observed) when scheduling meetings.
- Avoid tokenism – invite two or more people from any identified population as appropriate for the size of your group.
- Normalize that asking someone to repeat themselves is fine.

Not at All Well

Fairly Well

Well Enough

Very Well



ID 27

9. How well is your committee, board, or council doing when it comes to **reimbursing people equally for their time?**

Some examples of this include:

- Pay members who participate on their own time for their time/expertise – consider \$50 per hour.
- Pay for expenses: Travel costs, childcare, meals, etc.
- If payment exceeds \$600 per year to one individual through the State of Wisconsin, help them become a vendor.

Not at All Well

Fairly Well

Well Enough

Very Well

ID 28

10. How well is your committee, board, or council doing when it comes to **establishing a culture that embraces diverse insights and ensures that they are shared and incorporated into the decision-making process?**

Some examples of this include:

- Create opportunities to hear from everybody.
- Communicate the outcomes of conversations in a timely manner, especially if the discussions are emotionally charged.
- Credit decisions to those who contributed.
- Take the time to get to know the members of the group.
- Acknowledge power dynamics.
- Designate an “observer” in the meeting who will monitor the dynamic of the meeting itself.

Not at All Well

Fairly Well

Well Enough

Very Well

ID 29

11. How well is your committee, board, or council doing when it comes to **creating space for people to connect, raise concerns, build power and act in their own interests?**

Some examples of this include:

- Plan a portion of the meeting in small groups.
- Leave rank and egos at the door.
- Provide opportunities for small talk as it brings many benefits.
- Use introductions often.
- Support knowledge development of all.
- Incorporate icebreakers to humanize everyone.

Not at All Well

Fairly Well

Well Enough

Very Well

ID 30

12. How well is your committee, board, or council doing when it comes to **supporting people with lived experience to generate their own ideas?**

Some examples of this include:

- Be intentional in the agenda to set aside time for participants to think through ideas.
- Use approaches like 1-2-4-all.
- Use Brainwriting when you think you want to use Brainstorming.
- Use Padlet, Jamboard, Mentimeter, or a similar tool for virtual environments.
- Assure everyone has the background information needed to fully participate in discussions.

Not at All Well

Fairly Well

Well Enough

Very Well

ID 31

13. How well is your committee, board, or council doing when it comes to **engaging in continual self-reflections to respond to and incorporate people's ideas, feedback, talents, and challenges into the work?**

Some examples of this include:

- Use Plus/Delta at the end of meetings to evaluate the meeting.
- Have an observer role in the meeting who watches for group dynamics.
- Have a safe person who will check in with participants following the meeting to see how the meeting went.

Not at All Well

Fairly Well

Well Enough

Very Well

Step Three

Page description:

What are we going to do to be more inclusive? Pick at least one item to address and create a plan for improvement.

ID 32

14. What are you going to do?

ID 33

15. How are you going to achieve this? What will success look like?

ID 34

16. Who will be involved in this plan?

ID 35

17. When will this be accomplished?

ID 36

18. Is there anything else you should consider or factor into your plan?

All Set!

Page description:

Thank you for taking the time to complete this self-assessment!

LOGIC Show/hide trigger exists.

ID 37

19. Would you like a copy of your responses emailed to you? *

- Yes
- No

LOGIC Hidden unless: #19 Question "Would you like a copy of your responses emailed to you?" is one of the following answers ("Yes")

ID 38

20. Please enter your email address.

Logic Hidden unless: #19 Question "Would you like a copy of your responses emailed to you?" is one of the following answers ("No")

ID 40

You are all set. Thank you for taking the time to complete this self-assessment.

Have a great day!

Thank You!

ID 1

Thank you for taking our survey. Your response is very important to us.