The Assessment Tool measures the five areas developed for ARP Programming – goals, awareness, access and distribution, outcomes, and community engagement. For each area, assign a numerical value of either, **Stage 1** (Not Started); **Stage 2** (Initial Steps); **Stage 3** (Deeper Work). It is not unusual to give a Stage 1 or 2. Stage 3 – Deeper Work are the noted best practices in Equity programming and guides the Hamilton County programming. This Assessment Tool should be administered often based on the completion of certain measures to plan for the next numerical value (a 2 or 3). A key point is to include the rationale for each area. These are indicators of change in policy, practices, structures, culture, and climate and support the stage identified.

**Goal of Evaluation**: To measure Hamilton County’s ARP goal to promote equity and community engagement within the Hamilton County community. Hamilton County’s focus on addressing the needs of communities and more effectively connecting residents and businesses to the work and programming of the County. Equitable Outcomes include:

* Equity requires strategies that promote fair treatment, equal access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that are preventing the full participation of some groups.
* Equity also promotes culturally relevant services, as well as utilization of grassroots or community engagement approaches at the same time.
* Equity requires strategies that fair treatment, equal access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that are preventing the full participation of some groups.

**Why Assessment Tools are Used in Program Evaluation**: Assessment tools are used for the following reasons:

1. Assesses whether underserved communities and their members face systemic barriers in accessing program benefits and opportunities being offered.
2. Tracks performance of equity efforts.
3. Provides baseline data that sets the vision for equity.
4. Guides decisions around strategic resourcing and action planning.

**COMPLETING THE RUBRIC:**

For each measure, assign a numerical value of either, **1** (Not Started); **2** (Initial Steps); **3** (Deeper Work)

**ADDRESSING NEGATIVE IMPACTS PROGRAM ASSESSMENT**

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| --- |
| **MORTGAGE ASSISTANCE** |
| **Programs/Communication/Community Engagement and Partnerships/Data and Information** |
|  | **1****Not Started** | **2****Initial Steps** | **3****Deeper Work** | **Stage** | **Rationale** |
| **Equity Program Integration** | Programs focus on universal goals and serving all individuals or organizations.  | Recognition of some outreach is needed to underserved constituencies to diversify engagement and who is involved in or served by programs | Equity is integrated into one or more of the district’s programs in a strategic or explicit way, programs are targeted in geographic areas where the greatest inequities exist; programs are targeted to serve communities or populations facing disparities; programs and services are provided in non-traditional settings that increase access to those services. |  |  |
| **Community Engagement and Partnerships** | Initiative has partners and works in collaborative that are demographically similar and driven by historically powerful institutions; no partnership principles in place | A few examples of partnerships or involvement in collaboratives with organizations led by communities of color, or others who represent constituencies who have been historically underrepresented; organization asks those groups for help with or engagement un existing programs; no or few resources are shared with them to enable them to participate; district participates in one or two collaboratives that care about Equity and does some work with community based groups or organizations representing most impacted communities; partner \ship principles may come up. | Informal and/or formal partnerships are in place with organization and leaders representing populations facing disparities; resources are shared with partners from communities and populations facing disparities; district has engaged with communities and populations facing disparities in decision- making (advisory committees, community listening sessions) |  |  |
| **Communications** | External communication is universal, one size fits all | Use of clear, specific language about impacted communities are done in consultation with them in describing the district’s issues and work; communications are tailored and adaptive with specific media outlets and language translations  | Communication strategy is in place to inform diverse populations of the district’s activities; district conducts outreach and communications to engage diverse communities in the district’s work; media channels and language translation is intentionally chosen with specific constituencies in mind; language translation is well resourced with resonate cultural framing rather than mere word translation. |  |  |
| **Data and Information** | Data and information are not used  | Systems are developed and implemented for collecting disaggregated demographic data for leadership; systems are developed and implemented for collecting disaggregated demographic data for populations served by the district and its programs; staff have been trained on best practices for collecting, analyzing, and reporting on disaggregated demographic data | Disaggregated demographic data is shared with district stakeholders; disaggregated demographic data is used to inform planning and decision making |  |  |
| **Indicators:** Click or tap here to enter text. |