

# MONITORING & EVALUATING **DIVERSITY, EQUITY & INCLUSION** FOCUSED EFFORTS

**seriousfun**<sup>SM</sup>  
children's network  
founded by paul newman



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# BACKGROUND

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“Opportunities to experience belonging should be equitable—meaning that all youth regardless of their identity or circumstances should be able to experience a sense of belonging that supports their development within and across the systems and settings where they spend their time. Advancing equity is key to building systems where all youth feel valued, respected, and supported.” Forum for Youth Investment, 2023, p. 6.

*SeriousFun Children’s Network camps and programs support this idea but how do we do it? How can we effectively monitor our diversity, equity, and inclusion related efforts and progress made towards achieving our diversity, equity, and inclusion (DEI) goals?*

## BACKGROUND

In 2022, 20 SeriousFun Children’s Network camps and programs participated in a diversity, equity, and inclusion self-assessment. SeriousFun staff members rated the following five survey items related to evaluating DEI efforts low, meaning that people usually said their camp or program had taken no, minimal, or partial action in these areas:

- ü Our organization regularly evaluates its diversity, equity, and inclusion work (e.g., progress audits, impact assessments).
- ü Our organization evaluates the effectiveness of its diversity, equity, and inclusion training (e.g., assessment of staff knowledge and skill acquisition, behavior change and/or practice change).
- ü Our organization uses and/or conducts research and needs assessments to identify diversity, equity, and inclusion related needs and gaps in programs (e.g., national, state, or regional research or data reports).
- ü Our organization evaluates the effectiveness of its engagement processes (e.g., collects and monitors camper and family demographics, measures camper and family involvement in program planning, development, and evaluation, assesses camper and family satisfaction with engagement process).
- ü Our organization evaluates programs to ensure that program delivery is inclusive and equitable, and our organization makes program results and evaluation findings available to campers and families.

These are important areas for SeriousFun camps to focus on to advance their diversity, equity, and inclusion related work. This resource provides tips and ideas for how to address each of these topic areas.



## WHEN TO USE THIS RESOURCE

- ü When figuring out your DEI focused goals and plans for monitoring progress towards those goals.
- ü When trying to communicate results (or what has changed, if anything) from implementing those DEI focused plans.

## WHO SHOULD USE THIS RESOURCE

- ü All staff at SeriousFun Children's Network camps, programs, and Support Center, especially staff involved in creating, implementing, or overseeing DEI focused efforts.

## WHY MONITOR DEI FOCUSED EFFORTS?

1. To tell us if we are implementing what we planned to do. For example: we said we were going to engage families and campers in program planning, development, and evaluation; did we do that and how well did we do that?
2. To tell us if we are achieving the goals we set out to achieve. For example, after delivering a staff training focused on promoting diversity, equity, and inclusion, did staff report increased knowledge and understanding of what diversity, equity, and inclusion is and what they can do at camp to promote DEI?
3. To tell us whether (and how) adjustments need to be made to the activities, policies, and practices to ensure that we achieve the goals we set out to. For example, we conducted an assessment to identify diversity, equity, and inclusion related needs and gaps in programs. Campers of color and campers who identify as a gender minority indicated that they did not feel like they "belonged" as often as campers who identified as white and gender majority. Campers suggested creating a "buddy" system where campers identifying as a racial or gender minority could be connected with another camper who also identified as this group.



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Special thanks to Dr. Allison Dymnicki, principal senior associate at Abt Associates Global.

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## REGULARLY EVALUATE AN ORGANIZATION'S DIVERSITY, EQUITY, AND INCLUSION WORK

Evaluating DEI work should be an ongoing effort. While many people think evaluation happens only at the end of something, evaluation can actually happen at any point in the lifecycle of an initiative, strategy, program, policy, or activity. Folding in evaluation, assessment, and reflection throughout all areas of DEI work will help to strengthen the work while also promoting transparency and accountability as your camp shares its reflections with others.

Next we discuss tips for regularly evaluating DEI work

1. At the beginning of an initiative or strategy
2. In the middle of an initiative or strategy
3. At the end of an initiative or strategy

### 1. BEGINNING

In the planning stages of a DEI initiative or activity, your camp can create an advisory committee to provide input and suggestions. The advisory committee could include staff, families, campers, volunteers, and/or camp partners such as funders or healthcare providers. This group can evaluate your plan and offer suggestions for improvements.

If you have a DEI initiative or specific strategy in mind but haven't started it yet, you can consider conducting a needs assessment. Reach out to your intended program participants to see if they even need the strategy/activity you are planning, and if they have any suggestions for tweaks or alternate work.

A formative evaluation will tell you whether the proposed strategy/activity elements are likely to be needed, understood, and accepted by the population you want to reach and the extent to which an evaluation is possible, based on the goals and objectives.<sup>1</sup>

A sense of humility and strong listening skills go a long way at this stage. Remember to share the results of these early-stage assessments with appropriate camp communities such as staff, board, funders, volunteers, campers, and/or families and hear what they have to say about the findings.





## 2. MIDDLE

During a DEI initiative, camps can set aside time for staff to reflect and debrief about the work. Suggested reflection questions could include

- ü Who are we serving? Who is not being served but should be?
- ü Are there differences in how some groups are engaging and participating in our programming? What might be driving those differences?
- ü Are we doing what we said we would? What is helping make this work happen? What is hindering this work?
- ü What other resources are needed to accomplish our DEI related goals?

Camps can conduct a “process evaluation” at this stage. Results of a process evaluation will strengthen your ability to report on your DEI efforts and use information to improve future activities. It allows you to track program information related to Who, What, When and Where questions:

- ü To whom did you direct efforts?
- ü What have your DEI focused efforts done?
- ü When did your DEI focused efforts or activities take place?
- ü Where did your DEI focused efforts or activities take place?
- ü What are the barriers/facilitators to implementation of program activities?<sup>1</sup>

Camps can also do pulse checks on the program by meeting with campers and families over a meal to informally discuss how things are going, for example.

Remember to share the results of these mid-stage assessments with appropriate camp communities such as staff, board, funders, volunteers, campers, and/or families.

## 3. END OF PROGRAM

Camps can send out surveys or conduct interviews or focus groups to assess satisfaction with the DEI related work, and to assess the outcomes of the program for participants. Results from participants should be reviewed with the entire staff involved, with an eye for exploring what worked and what should be changed.

Reflection questions could include

- ü Did the DEI related work do what we said it would do?
- ü Were there any unexpected outcomes of the DEI related work?
- ü Did we reach the groups (e.g., historically marginalized youth and families) that we were trying to reach?
- ü Whose perspectives are still missing and how can they be included?

Camps can conduct outcome evaluations, which measure effects in the target population by assessing the progress in the outcomes that the DEI related work is to address. To design an outcome evaluation, begin with a review of the outcome components of your logic model (i.e., the right side) Think about the activities that are involved in your DEI related work and what outcome(s) each of those activities might target.

Remember to share results of these reflections and assessments with appropriate camp communities.



<sup>1</sup> [Centers for Disease Control and Prevention, Types of Evaluation](#)

## EVALUATE DIVERSITY, EQUITY, AND INCLUSION TRAININGS?



Many SeriousFun Camps have adopted diversity, equity, and inclusion trainings for new staff that are done during onboarding or for all staff that are done annually. It is important to understand staff perspectives about and experiences with these trainings to ensure they are as effective as possible. Evaluating DEI trainings is an important way to evaluate camps' DEI work.

*Example survey questions to ask staff who take the DEI training:*

1. Please rank the quality of the training overall using a 1-10 scale (1=very low quality and 10=very high quality).
2. What was most useful about this training?
3. What would make this training more useful?
4. The training was relevant to my job.
5. The training was engaging.
6. Please rank the usefulness of each feature of the training using a 1-10 scale (1=not useful and 10=very useful). [Note to camps: Your camp should insert the specific features of the training that you implement but this could include features such as]:
  - a. "clear and concrete information related to what DEI looks like at camp and concrete ideas for how to promote DEI,"
  - b. "opportunities to try and practice the new DEI strategies,"
  - c. "hearing ideas from their peers that they could use for their own growth"
  - d. "knowing that I would have to report back to the group every other week on strategies I tried out"
7. What are the action steps you plan to take after participating in today's training?
8. What else would you like to share about the diversity, equity, and inclusion training that you participated in?
9. What suggestions do you have for future DEI trainings?
10. Refer to the training's learning objectives for participants and structure questions to these objectives. For example, if a learning objective was "participants will be able to describe microaggressions," a survey question could be "I am able to describe microaggressions (definitely not, probably not, probably yes, definitely yes)." Consider measuring changes in training participants' knowledge, skills, attitude, confidence, and commitment based on their participation in the training.

**IDENTIFY DIVERSITY, EQUITY, AND INCLUSION RELATED NEEDS AND GAPS IN PROGRAMS?**

Camps want to meet the needs of diverse groups, but how should camps identify what those diverse groups need? Collecting credible and trustworthy data can help camps make informed, evidence-based decisions about where to strategically place their resources, what more is needed, and what should shift. Four ways of identifying DEI-related needs and gaps include:

1. Advisory councils of campers, families, volunteers, healthcare providers, and other communities working directly with children with serious illnesses
2. Conducting data analyses and reviewing survey/interview/focus group results
3. Exploring existing census and health-related datasets
4. Conducting a formal needs assessment

**1. ADVISORY COUNCILS**

- a. Some camps engage advisory councils of different groups who care about children living with serious illnesses, such as campers, parent groups, volunteers, and medical or healthcare providers. Camps can further define groups along gender, race, ethnicity, illness type, geographical location, and other identities.
- b. Creating brave and safe spaces for these groups to share their perspectives can help camp staff better understand the most pressing needs of these groups and the strengths that they bring.
- c. Camp staff can further collect ideas and recommendations about how to engage and serve these groups, such as recruitment techniques, communication styles, preferred activities, connections to other groups, and much more.
- d. Consider providing a stipend or honorarium for people participating in these advisory groups – their input is valuable!
- e. Finally, be sure to follow up with the advisory group to let them know what changes were made because of their input, or why changes weren't made. Doing so can foster more trust and communication and feelings of belonging.

**2. REVIEW SURVEY DATA AND INTERVIEW/ FOCUS GROUP RESULTS**

- a. Camps should look at potential differences in responses from people in different groups. Questions for reflection include
  - i. What might be driving those differences?
  - ii. How big of a difference between groups is there?
  - iii. Are there particular camp policies or practices that influence the responses of different groups'?
  - iv. What are particularly vulnerable groups reporting? It's ok to give more weight to responses from vulnerable or underrepresented groups when working on advancing equity and inclusion for all.



### 3. EXPLORE EXISTING DATA SETS TO UNDERSTAND CAMPERS AND FAMILIES

- a. Use national, state, or regional research or data reports to identify DEI needs and gaps in programs. You can find baseline or comparison data for your state, region, or country in a variety of data sets including your state or regional department of health or census data.

ü [World Health Organization Data](#) and [World Health Statistics](#)

ü [UNICEF Datasets](#)

ü [International Database of Global Demographic Information](#)

ü [U.S. Census Bureau](#)

ü [State Health Department links](#)

ü [ACA Youth Outcomes Battery](#) (YOB) has surveys that staff, campers, and parents can take with [norming tables](#) so that a camp can compare their scores on the YOB outcomes to representative scores from typical ACA not-for-profit camps. SeriousFun camps and programs have free access to this resource on the [Funtranet here](#).

### 4. CONDUCT A FORMAL NEEDS ASSESSMENT

- a. A needs assessment helps you determine what needs to be accomplished to reach your project goals. Your camp might consider conducting a formal needs assessment for a particular or vulnerable group your camp wants to serve better. Doing a need assessment can be a time consuming and challenging endeavor! Consider hiring a needs assessment consultant to help you. [Here's a place](#) to start looking for a consultant.
- b. A good resource for conducting need assessments is A [Guide To Assessing Needs](#).<sup>1</sup>
- c. Another overview of needs assessments can be found in the [Community Needs Assessment Toolkit](#).<sup>2</sup>

<sup>1</sup> World Bank, 2012

<sup>2</sup> University of Wisconsin, 2016



## EVALUATE YOUR ORGANIZATION'S CAMPER AND FAMILY ENGAGEMENT PROCESSES?

If your camp is focusing on engaging campers and families, how do you assess camper and family engagement in program planning, development, and evaluation? Here are three approaches:

1. Ask participants (e.g., surveys or reflections with campers and families)
2. Record metrics of engagement processes
3. Engage in self-reflection

### 1. ASK PARTICIPANTS

Here is a list of survey questions about participant satisfaction you could use with campers and families to receive advice, recommendations, suggestions, and input.

1. My background and experiences were acknowledged and celebrated.
2. My ideas were valued.
3. I felt welcomed and included.
4. I saw how my feedback was used.
5. I had a chance to give input into what we were doing and how I engaged in the activity.

You could also engage in a reflection activity with campers and families to better understand to what extent they felt engaged. For example, a camp might host a pizza party as an opportunity to assess camper and family satisfaction with their engagement process and gain insight into potential improvements in structure, goals, process, and more. You can also use the questions above as prompts for discussion.

### 2. RECORD METRICS

Another way to evaluate camper and family engagement in camp planning, development, and evaluation is to review the attendance records of the meetings. Here is an example of some areas you could track and then share with your camp community:

- a. Number of meetings where you invite campers and family members
- b. Number of campers, family members at each meeting (average, range)
- c. Agenda items discussed in those meetings
- d. Trends, themes, common questions/observations from the meetings, action steps

### 3. SELF-REFLECTION

Camps can also use the following reflection tool for year-round staff to reflect on how campers and families are engaged in program planning, development, and evaluation. You could ask staff their thoughts during a staff meeting or professional development opportunity.

SCALE RATING:	4: EXCEEDS STANDARDS	3: MEETS STANDARDS	2: APPROACHING STANDARDS	1: STANDARDS NOT MET	NA: DON'T KNOW, NOT APPLICABLE
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LEADER MIGHT SAY:	"We are a leader in this."	"We demonstrate this in observable ways."	"We could use some support here."	"We need significant support in this."	"We're not sure." Or "This doesn't pertain to our program."
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	INDICATORS	INDICATOR RATING
1. Opportunities for families to participate in program and events exist and are accessible to all families.	<p>The program events are planned as opportunities to engage families and community members.</p> <p>Diverse types of family structures are honored, celebrated, and affirmed in communication materials and family events and activities.</p> <p>Family event materials and presentations are translated into the primary languages spoken by families.</p> <p>Families have opportunities to provide feedback and give input for family and community events.</p>	
2. The families have opportunities to contribute to and engage in the program in meaningful ways	<p>The program staff create opportunities to honor and celebrate the cultures of the families in the program in a way that is meaningful and culturally responsive.</p> <p>There are different types and levels of family engagement available to address the needs and capacity of all families.</p> <p>Families have opportunities to contribute to planning family events and celebrations.</p> <p>Family members have opportunities to be guest speakers.</p>	
3. Diverse community members have opportunities to engage in program.	<p>Program staff create opportunities for community members to volunteer in program.</p> <p>Guest speakers and volunteers have diverse backgrounds, cultures, and careers.</p> <p>Guest speakers and volunteers are trained by program staff to work with youth.</p>	
4. The program connects families to community resources and services	<p>The program conducts resource mapping to understand what resources and services are available in the community.</p> <p>The program partners with social service agencies and community organizations to sponsor events that benefit youth and families.</p> <p>The program surveys families to understand how to select partners and offer resources.</p> <p>The program staff connect families to services and resources through various modes of communication and in accessible ways.</p>	



## EVALUATE IF PROGRAM DELIVERY IS INCLUSIVE AND EQUITABLE?

Evaluating programs to ensure that program delivery is inclusive and equitable is important in all DEI work. There are many ways to evaluate program delivery, some of which are discussed below. Making program results and evaluation findings available to campers and families is critical in fostering transparency and community engagement in this work. Results can be shared with camp communities through newsletters, website, communication boards, meetings, and other venues.

There are 3 main areas to consider when evaluating your camp's program delivery for DEI:

1. Observations of programs
2. Self-reports from campers, families, volunteers, staff (e.g., surveys, focus groups, interviews)
3. Staff self-reflection

### 1. OBSERVATIONS OF PROGRAMS

Assessing program quality more broadly is one way that you can assess your DEI related work because one aspect of implementing a quality summer camp or family weekend is ensuring that the programming is inclusive of all campers and their families, elevates diverse perspectives, and celebrates all youths' backgrounds, unique experiences, and multi-faceted identities.

Several SeriousFun camps are using the social emotional learning program quality assessment (SEL PQA) which includes items to assess DEI related efforts. Examples from the SEL PQA include

- ü Staff provide formal opportunities to learn about, discuss, and value differences (e.g., young people interview people from different generations, countries, or backgrounds; staff have young people learn about each other's strengths after they take personality inventories).
- ü There is no evidence of bias on the part of staff based on religion, culture, race/ethnicity, class, gender, ability, appearance, or sexual orientation and there is evidence of mutual respect and active inclusion (e.g., meal plans include dietary or religious food requirements; reference is made to more than one type of family grouping; preferred pronouns are used).

As the SEL PQA process tells us, a high-quality program is one that offers a safe space, supportive environment, interactive environment, and engaging environment. Assessing program quality can help camps reflect on how their camp programs are structured to provide positive developmental experiences for ALL campers. Further, the process of Assess-Plan-Improve can be used for evaluating program quality as it specifically relates to DEI for campers, families, volunteers, and staff. More information can be found at <https://www.acacamps.org/research/continuous-improvement/camp-program-quality> and by contacting Samantha Clark at [sclark@seriousfun.org](mailto:sclark@seriousfun.org).

## 2. SELF-REPORTS FROM CAMPERS, FAMILIES, VOLUNTEERS, AND STAFF

There are at least two options for asking the people served by your camp about their feelings, attitudes, and experiences about DEI at your camp. First, you can simply embed a question or two in an existing satisfaction or outcome survey (you can use any of the questions below). Second, you can create a specific survey about the topic of DEI.

Example DEI questions for campers, families, volunteers, and/or staff (special thanks to Camp Fire for sharing some of their survey questions):

- 😊 I felt like I belonged at camp.
- 😊 I felt like I was included at camp.
- 😊 I witnessed discrimination at camp.
- 😊 All members of camp are held to the same standards of conduct and behavior.
- 😊 Some groups of people were treated unfairly based on their gender, race, ethnicity, disability, or other identity.
- 😊 I believe camp cares about inclusion and fairness.
- 😊 I felt comfortable talking about diversity and inclusion at camp.
- 😊 Camp cares about all diversity areas (race, nationality, gender diversity, age, sexual orientation, ethnicity, disability status, and religion) equally
- 😊 I felt valued at camp regardless of my nationality, sex, race, disability, sexual identity, or other identity.
- 😊 People at camp treat each other with respect.
- 😊 Camp welcomes and celebrates people with unique characteristics.
- 😊 Inclusion is important to people at camp.
- 😊 Camp provided enough support for people with disabilities.
- 😊 I feel confident that a camp adult would stop any bullying that happens here.
- 😊 If something made me feel uncomfortable or unsafe, I can talk to a camp adult about it.
- 😊 There are spaces at camp where I feel uncomfortable or unsafe.
- 😊 There have been times when I did not feel included in a camp activity because of my identity or ability.
- 😊 Staff at camp are accepting of people with disabilities.
- 😊 I would feel comfortable talking to staff if I ever had difficulty participating in an activity.
- 😊 If I needed special equipment or assistance to participate in camp, I'm confident I would receive what I needed if I asked.
- 😊 I am confident that staff would intervene if name-calling, bullying, or harassment were to occur based on a person's disability.
- 😊 Camp has specific rules that support campers with disabilities.
- 😊 Please share any suggestions here that you may have about how to make camp more inclusive and accessible for all individuals.

Sample DEI questions to ask campers over a meal:

1. Do you feel like we value differences and involve everyone in camp activities in ways that campers feel comfortable? Why or why not?
  - a. What do we do well? What could we do better?
2. (for older youth) Do you think we make camp feel welcoming for campers who have varying skin color, gender or sexual orientation, religious beliefs, political views? Why or why not?
  - a. What do we do well? What could we do better?
3. Do you think that all campers experience the same type or quality of camp experience?
  - a. Which campers are getting a great camp experience? Which campers aren't getting as good of a camp experience? How could we make their camp experience better?
4. What ways do you see yourself reflected in staff at camp, if any (shared interests, backgrounds, identities)?
5. What kinds of campers are not here at camp that you think we should try to do a better job reaching out to so that they start coming?

For parents/caregivers

- 😊 Were you comfortable talking with camp staff about any personal concerns you had about your child attending camp?
- 😊 When first considering this camp, did you have any concerns about your child's ability to feel included?
- 😊 Do you feel your child
  - o Had enough privacy during their time at camp?
  - o Was able to fully express their personal identity?
  - o Was able to fully express their racial/ethnic identity?
  - o Was able to be authentically themselves?
  - o Was able to see their personal identity reflected in the staff/counselors at camp?
  - o Had the opportunity to learn about other people and their different identities?

The Family Weekend Evaluation Toolkit has several potential survey questions ([Funtranet link here](#)). Here are some examples:

- 😊 The staff helped me and my family interact comfortably with others.
- 😊 The staff helped me and my family feel like we belonged at camp.
- 😊 Demographic Information: The following questions will help us to understand if our family weekends are meeting the needs of all types of campers and families. Check all that apply.
  - o Gender of Camper: male, female, transgender, non-binary/non-confirming, prefer not to identify

When you analyze the results, you can disaggregate results or compare the results from one group to another group. To do this, you need to ask demographic questions such as gender, socioeconomic status, race/ethnicity, if the camper took a bus to camp or not, age, and other identities. You might want to add in multiple demographic identities to your analysis, such as gender AND age. For example, was there a difference in responses to the question "I felt like I belonged at camp" for younger girls compared to older girls?

### 3. SELF-REFLECTION AND SELF-ASSESSMENT FROM STAFF

You can also incorporate staff reflection of how well a DEI strategy is being implemented into monthly all-staff meetings or other ongoing professional development activities. We recommend doing a self-assessment of your camp's DEI needs and gaps in programming based on staff perspectives.

Existing DEI Self-Assessments to use:

1. The self-assessment DEI tool that SeriousFun Children's Network administered ([available on the Funtranet here](#)) focuses on eight different areas: planning and policy, organizational culture, employee education and training, human resources, program planning and development, camper and family engagement, program provision, and community capacity building. This tool is designed to be taken by camp staff as a group and ideally you can compare responses to this self-assessment tool over time (that is you can compare responses for 2023 to responses for 2022).
2. The [Creating Inclusive Camps Tool from American Camp Association](#) focuses on four key DEI areas: community/camper engagement, organizational culture, leadership development, and sustainability. The tool helps to identify where your camp is on a five-stage scale of DEI from "Not yet started" to "Launched" to "Leading."

Tips on how to do a Self-Assessment:

1. Bring people together from different departments. Don't underestimate the value of having people who are organizational leaders, who run programs, or who recruit or raise funds as part of the team that completes the self-assessment.
2. Put it on your planned work. Make the self-assessment a routine thing that everyone knows to expect and understands the value of doing.
3. Make it part of your strategy for the year. Connect doing a DEI self-assessment to your organization's/camp's overall mission and the strategy for achieving that mission.



4. Make sure to carve out the time. Right now, several SeriousFun DEI teams meet for one or two hours 2-3 times within a couple of months to develop DEI plans and conduct self-assessments. This probably will take more than just 1 session because you will want to discuss the results as a group.

For example, ask program staff to collaboratively answer the questions below, which are modified from a self-assessment tool developed by the [Forum for Youth Investment \(2023\)](#) to explore cultural responsiveness and inclusiveness and revisit what you discussed as action steps the last time you completed this tool as a staff.

	HOW WELL DO WE DO THIS AT OUR CAMP? (SCALE OF 1-5 WHERE 1 = NOT WELL AND 5 = VERY WELL)	IF WE RATED THIS AREA BELOW A 4, WHAT CAN WE DO TO IMPROVE IN THIS AREA?	ADDITIONAL NOTES, INCLUDING WHO IS RESPONSIBLE FOR THE ACTION STEPS AND A TIMELINE FOR ACCOMPLISHING EACH ACTION STEP
1. Do we use affirmations that establish the value of every young person's many identities, intersectionality, and abilities and actively counter stereotypes and bias? <sup>1</sup>			
2. Do we build on the diversity and cultural knowledge of young people and their families to make learning and development engaging? <sup>1</sup>			
3. Do we discuss openly and express explicitly issues of equity and inclusion in our camp? <sup>1</sup>			
4. Do we have rules, policies, and guidelines that explicitly address the rights of campers and staff who identify as LGBTQIA+, Black, Indigenous, person of color, disabled, religious or ethnic minority, or other marginalized identities? <sup>2</sup>			
5. Do we have rules, policies, and guidelines that explicitly express non-tolerance for discrimination, harassment, and bullying based on race, ethnicity, religion, disability, gender, or other identities? <sup>2</sup>			

## SELF-REPORTS FROM CAMPERS, FAMILIES, VOLUNTEERS, AND STAFF

Think about how you are sharing findings back with camps and families. You can use a range of communication materials including:

- 🗉 Send out a quarterly electronic newsletter to families and volunteers that gives a snapshot of the top findings from camper and parent surveys and describes how your camp is incorporating camper and family feedback.
- 🗉 Ask campers to provide feedback midway through their summer camp program through a more informal (but still guided by a set of questions) conversation over lunch/dinner.
- 🗉 Put up a one-pager describing the findings of family satisfaction surveys on your camp website.

# KEY TAKEAWAYS

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## KEY TAKEAWAYS

- ü **Factor in the time involved:** Expect evaluating your DEI efforts to take several hours a month (during some months, you will review last year's data or plan what data to collect; during other months, you will analyze data and share back findings).
- ü **Think about staff capacity:** Identify 2-3 staff who can lead these efforts. If you don't have 2-3 staff with time to focus on evaluating DEI related work, can you hire staff or free up existing staff members' time?
- ü **Be credible:** Share findings, publicly announce changes, and clarify the process and rationale in an effort to build trust through transparency. When people see your camp being accountable for its goals and efforts, and that their voices matter, they will have more trust and be more willing to be engaged.
- ü **Get a wide range of perspectives:** Try to hear from a wide group of people including the camp staff and volunteers, campers, and family members. The more types of people that you hear from, the more grounded your next DEI related steps will be. Think about who you're NOT hearing from and why: what will it take to get their insights?
- ü **Collect several types of data:** Consider doing things like observations of program activities (e.g., SEL PQA), brief online surveys with families, self-assessments with teams of staff, interviews and focus group with organizational leadership, and having informal conversations with campers over meals. Different data collection activities will give you different types of information. For example, a survey question might tell you a family member's sense of belonging on a 1-10 scale whereas an informal conversation with campers might tell you why they feel that way.
- ü **Think about what to do with the results:** Once you collected the data, what will you do with it? Who will "analyze the data" and how will findings be shared and discussed? It's always better to answer these questions during a planning phase versus after the data has been collected. Some common ways of using the results include: reports to the board and/or staff, verbal updates in key meetings, newsletter articles, email messages from the CEO, website page, blog post, training, and policy revisions.
- ü **Ongoing reflection is key:** Lots of what we recommended in this guide is grounded in the belief that giving people time to think back on their experiences, and reflect on what is and isn't working in a camp setting is so powerful. Keep creating opportunities for reflecting about individual and camp growth in your DEI focused efforts (and all camp related priorities)!



## KEY TERMS



- ü **Monitoring:** Observing and checking the progress or quality of (something) over a period of time, to make sure the program/project is on track. Monitoring involves ongoing, systematic data collection to measure performance as it relates to the achievement of desired outcomes.
- ü **Evaluation:** A systematic process to determine merit, worth, value, or significance. Examples of different kinds of evaluation questions include:
  - o What is the quality of program or policy implementation?
  - o What outcomes are being achieved?
  - o Are the real needs of people being met?
  - o What works for different people in what ways and under what conditions?
  - o How do cultural and diversity variations affect what is done and achieved?
  - o What are the costs and benefits of a program, policy, product, or training effort for personnel evaluation?
  - o What unintended consequences or negative side effects are appearing that need to be addressed?
  - o What are key success factors that others can learn from and use?<sup>1</sup>
- ü **Diversity:** The experiences, perspectives, cultures, and backgrounds of our global community including race, ethnicity, gender, disability, sexual orientation, gender identity, national origin, tribe, caste, socio-economic status, and thinking and communication styles.
- ü **Equity:** The belief that everyone is deserving of respect and dignity and has the right to reach their full potential regardless of medical, social, or otherwise determined circumstances.
- ü **Inclusion:** Everyone's perspectives, needs, and values are to be respected and encouraged to be a part of all aspects of our organizational fabric and activities.

<sup>1</sup> [American Evaluation Association, What is Evaluation?](#)



## TO MONITORING DEI EFFORTS

Your camp has decided to focus on diversity, equity, and inclusion. Everyone is on board and excited to start this journey. You have some ideas about what activities, policies, and practices to implement. Congratulations, these are very important first steps to take. But, now what?

How will you know whether you are achieving what you set out to do with your diversity, equity, and inclusion focused work? This is where monitoring comes in. Monitoring allows you and your staff to find out how much progress (if any) you are making towards the DEI goals you set out to achieve. It is a key component of continuous improvement, providing an opportunity to track both what you are doing (aka the DEI focused activities, policies, practices) and the results of these activities, policies, and practices. A simple yet thoughtful monitoring plan can help managers track their indicators and targets, collect evidence of change (if there is any change), and report on progress to date.

We know that each camp is taking a different approach in their DEI focused work and we celebrate that. So we want to create a monitoring process that will allow you to know if you are making progress (aka if what you are doing is working) in a way that works for your camp.

### STEP 1:

Start by being able to articulate the what and the how. Go back to your Theory of Change (e.g., how you think your program leads to outcomes. If you don't have one, see [here for a Theory of Change for Family Weekends](#)). This step involves identifying what you want to achieve in your DEI focused work and how you think you will do that through your camp inputs, activities, policies, etc. Visual pictures like Theories of Change are helpful to do this.

- ü Examples: Are you trying to address challenges with not finding diverse staff to hire, are you trying to make sure that you provide high quality programming to campers who are LGBTQIA, are you trying to ensure that the activities you do at camp incorporate youth and family voice and that means hearing from ALL youth and families including historically marginalized groups?

### STEP 2:

Figure out what you need to monitor your efforts. For example, what kind of information are you going to collect about the activities, policies, and practices that you are doing? If you are having a 30-minute conversation with youth, for example, how and when will those occur? Who will collect, analyze, and share back that information? Do you need any survey tools (like access to Qualtrics survey software) or other infrastructure related resources?

#### Monitoring Activities That You Might Consider:

- ü Ask staff to complete a 5-minute feedback form on their phones at the end of every staff meeting,
- ü Have listening sessions with youth 3 times during the summer to hear how camp is (or isn't) meeting their needs and elevating the strengths of diverse youth,
- ü Have families complete a 10-minute online survey after their child attends a session about their child's experience.

### Key Activity:

Talk about this among your team and write it all down! You need to know what monitoring activities you are doing, who is responsible for them, how long each will take, and plan accordingly. Sufficient planning is key!

### STEP 3:

Select tools and approaches. For example, if you said you were going to do a 10-minute survey with families, you need to find (or create) a survey to use. If you said you were going to have staff complete a 5-minute feedback form on their phones at the end of every staff meeting, what will that look like? Here are some sample questions:

1. To what extent do you think the voices and perspectives of all staff are heard? (Response options could be: not at all, only a little, somewhat, very much)
2. Can you explain why you feel that way? (open-ended question)
3. As a staff member, do you feel like you belong and are accepted by others at this camp? (Response options could be: not at all, only a little, somewhat, very much)
4. Can you explain why you feel that way? (open-ended question)
5. Is there anything else that you would like to share? (open-ended question)

*Don't move onto Step 4, until you actually have the tools and approaches you are going to use for every monitoring activity!*

### STEP 4:

Collect and analyze the data (e.g., the feedback forms, surveys, listening sessions, etc)! Check out "[Deal With Data](#)" in the DIY Evaluation part of the Funtranet for tips and tricks in data analysis. Hopefully, someone at your camp is excited about (and/or has the skills necessary) to synthesize or make sense of the information you collected. If not, you will need to identify someone who can take this on. If you need help learning how to collect and analyze data, you can reach out to Ann Gillard, SeriousFun research director at [agillard@seriousfun.org](mailto:agillard@seriousfun.org).

### STEP 5:

Share with others what you found. This step is really key. You went to all of this effort (and spent

A LOT of time) making plans and collecting information. Now you want to tell others what you found and have them help you make sense of it. Think about who your audience is and how best to share it. Are you sharing findings with staff, board members, families, and/or youth? What you share (it could be an infographic with key take-aways or a 2 page written report) and how you share it (it could be during an informal celebration with families at the end of the summer or during a half day staff report) matters.

### STEP 6:

Reflect on what you should do differently in the future based on what you learned. The idea here is not to re-invent the wheel or make major adjustments to all DEI focused activities if you are seeing early signs of change in some areas. But there could be a range of things that you consider changing including:

1. Maybe you need to change what you are doing. You could decide to start training staff specifically in inclusion practices that promote belonging among youth that identify as a gender or sexual minority.
2. Maybe you need to build capacity of staff. You could decide that you need to add an additional hour of training before the summer starts to establish a culture of belonging early on and hear from the staff themselves about how they want to be supported during the summer.
3. Maybe you need to re-allocate resources--it's not always about MORE resources, sometimes it's just shifting things around. For example, if your current outreach to families hasn't been leading to sustained engagement across a broad group of families, then switch tactics and instead ask the few families you do reach how to reach a broader group.
4. Maybe you need to re-prioritize. If you did the DEI focused activities and practices you set out to do and implemented new policies but are still NOT seeing the DEI outcomes that you hoped for, take a step back. What is it about what you are doing that isn't working? Ask more questions, give people a chance to share and process what you learned with you, and then go back to your plans and adjust accordingly. Don't be discouraged. This is all about the journey, there could be some bright spots of learning even if you didn't see the change you hoped for.