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| **Overview** | The EGGODIIT (e-go-dit) is designed to help aging services organizations (i.e., organizations that primarily serve older adults) ensure that diversity (i.e., the varied characteristics that people in their communities have such as race, gender, sexual orientation, level ability, level of income, etc.) among older adults is included in their information materials, represented in their organization, and sustainable for future older adults who will need and expect the same help and attention, through analysis of print and digital resources. Ultimately, using this tool can help your organization demonstrate your support for all older adults no matter their differences. This is essential given that aging is not a uniform experience. Being cognizant, supportive, and communicative of the differences among older people can ensure that your organization is reaching and helping as many older people as possible. See the additional resources section at the end of this document for more information or contact lead designer, Joseph Winberry, at josephwinberry@gmail.com. |
| **Appendix A.** **Baseline Assessment Description** | This section describes the components of the baseline assessment that organizations can take in order to understand their organization’s current diversity and inclusion profile. The baseline assessment description includes three sections (e.g., category, subcategory, and subcategory description) which help users understand what the baseline assesses in the organization’s digital (website, social media pages, etc.) and print materials (e.g., annual reports, brochures, client intake forms, etc.) available to the public. An earlier version of this baseline assessment emerged in Winberry (2018) and is adapted for aging services organizations from Mehra and Davis (2015). Full references are available at the end of the assessment packet.  |
| **Appendix B. Baseline** **Assessment** **Frameworks** | The frameworks in this section can be used to measure how well diversity and inclusion is represented in your office’s digital and print information materials. The components of the frameworks include what, who, and how terms. *What* terms are components being searched for such as information sources, your organization’s information policies, etc. *Who* terms are populations you are searching for in order to understand how they are currently being represented in your materials such as people with disabilities, LGBT+ people, people of color, etc. The who section can be adapted to meet the needs of your community. *How* terms are the results you find. In other words, they are the evidence of how your organization is representing different populations (the “who”) in your different information materials (the “what”). The B.1 framework provides a quantified representation of the baseline assessment, allowing the user to get a broad and visual overview of the findings. The B.2 framework creates space for a more qualitative and granular understanding of your specific findings. Together, these frameworks help your organization understand the extent that your organization is and is not representing diversity and inclusion for older adults.  |
| **Appendix C. Action Steps Planning Matrix** | After completing your baseline assessment, you may be interested in identifying ways to improve your results. The following is a list of recommended next steps. Annually you should repeat the baseline assessment to see how well diversity and inclusion are captured in the digital and print information materials your organization creates and distributes.  |

Appendix A. Baseline Assessment Description

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| **Category** | **Sub-Category** | **Sub-Category Description** |
| **1. Information Sources** | **A.1 External Resources (e.g., service directory, resource lists).**  | External resources are an important part of an organization’s outreach and connection to their community. In the researcher’s experience, resource booklets are an important part of the work that aging services provide to older adults. Seeing how diversity is represented in the resources your organization provides to the public will help to illuminate the organization’s inclusion of the community’s diversity. |
| **A.2 Internal Resources (e.g., annual report, social media, job listings).** | Internal information resources can take many forms. These resources do not focus on the organization’s services for the public per se but more about what the organization is doing, needing, or has accomplished. Could refer to internally available information only but not necessarily so.  |
| **2. Information Policy and Planning** | **B.1 Diversity committee or recognized diversity-focused member of board (e.g., identification of committee member’s contact information).** | While diverse representation among an organization’s board is important, designating a committee or individual who represents the organization’s approach to diversity matters is a next step which can help ensure that the responsibility for these matters is not assigned to just diverse board members as inclusion is a responsibility of all members.  |
| **B.2 Diversity representation****(e.g., diversity statement, inclusion in needs assessment, pictures, etc.).** | How does the organization represent diversity? Pictures are an important way that organizations visually describe their work or mission. Articulating a diversity statement on the website is an easy, subtle, yet powerful way of conveying organizational values as they relate to matters of inclusion. |
| **3. Connections (Internal and External)** | **C.1 Centers and organizations, departments and offices (e.g., mention of diversity in different internal program webpages).** | While an organization can represent diversity as an enterprise-wide value, there are some individual programs or services that can also represent a specific outreach to diverse populations. |
| **C.2 Community engagement** **(e.g., connections to external, community-based diversity agencies).** | It is helpful to create and showcase partnerships with organizations that serve diverse groups but may not focus on elders specifically.  |
| **C.3 News and events****(e.g., information on internal/external activities and events that have or will occur within a 1-year period).** | The news and events that have come out of the organization in the past year or those scheduled for the coming year should be analyzed for representation of diversity and inclusion. |

Appendix B.

 Baseline Assessment Frameworks

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| “What” Terms(Components being searched for) | A. Information Sources | B. Information Policy | C. Connections(Internal and External) | TOTAL |
| “Who” Terms(Populations being searched for)  | A1 | A2 | B1 | B2 | C1 | C2 | C3 |
| Race/Ethnicity |  |  |  |  |  |  |  | /7 |
| People with Disabilities |  |  |  |  |  |  |  | /7 |
| LGBTQ |  |  |  |  |  |  |  | /7 |
| Immigrant/Refugee |  |  |  |  |  |  |  | /7 |
| Low Income |  |  |  |  |  |  |  | /7 |
| TOTAL | /5 | /5 | /5 | /5 | /5 | /5 | /5 |  |

B.1 framework for quantified assessment results

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| **Sub-Category** | **“How” Evidence** |
| **A.1 External Resources (e.g., Resource booklet, resource lists).**  |  |
| **A.2 Internal Resources (e.g., annual report, social media, job listings).** |  |
| **B.1 Diversity committee or recognized diversity-focused member of board (e.g., identification of committee member’s contact information).** |  |
| **B.2 Diversity representation (e.g., diversity statement, inclusion in needs assessment, pictures, etc.).** |  |
| **C.1 Centers and organizations, departments and offices (e.g., mention of diversity in different program webpages).** |  |
| **C.2 Community engagement (e.g., connections to external community-based diversity agencies).** |  |
| **C.3 News and upcoming events (within the past one year) (e.g., information on internal/external activities and events).** |  |

B.2 framework for qualified assessment results

Appendix C. Action Steps Planning Matrix

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| **Category** | **Recommendation** | **Track Your Action Steps** |
| **Presentation**Considers how existing information and services can be showcased to indicate inclusion. | See where diversity can be boosted in materials of existing programs or initiatives. |  |
| Updating resource booklets to include representation of local organizations that serve diverse populations. |  |
| Creating and populate a web page on your website that showcases national resources for diverse populations.  |  |
| **Engagement**Works with various stakeholders such as staff, older adults, and volunteers to improve diverse representation. | Multiple stakeholders create a diversity statement that you add to website/resource booklet for older adults.  |  |
| Ask older adults and staff about what images in print and online resources would better represent inclusion of diverse older adults.  |  |
| Ensure that your organization’s board includes diverse members and has outreach efforts in place to connect with diverse populations throughout your community.  |  |
| **Sustainability** Efforts to continue the work of this tool after initial and annual evaluations are complete. | Plan to transfer key diversity and inclusion components from existing print and online materials to future editions of these material. |  |
| Include discussions about diversity and inclusion in strategic planning conversations and events.  |  |
| Build and maintain partnerships with local organizations that serve diverse populations. |  |

**Additional Resources**

American Psychological Association. (2018). Multicultural aging: Resource guide. *APA*. Retrieved from <https://www.apa.org/pi/aging/resources/guides/multicultural>

Diverse Elders Coalition. (2020). Library: Multimedia resources. *Diverse Elders Coalition*. Retrieved from <https://www.diverseelders.org/learn/>

U.S. Administration on Aging. (2017). A tooklit for serving diverse communities. *U.S. Department of Health and Human Services.* Retrieved from <https://acl.gov/sites/default/files/programs/2017-03/AoA_DiversityToolkit_Full.pdf>

**References**

Mehra, B., & Davis, R. (2015). A strategic diversity manifesto for public libraries in the 21st century. *New Library World*, *116*(1/2), 15-36.

Winberry, J. (2018). Shades of silver: Applying the Strategic Diversity Manifesto to Tennessee’s Knox County Office on Aging. *The International Journal of Information, Diversity, & Inclusion (IJIDI)*, *2*(4), 52-71.

**Updated**

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Logo by Rachel Kraft.