

Moving Towards a Beloved Community

Note*

Here are Questions to Help You Assess Your Local Campus/School/District in Understanding How Well You are Modeling a Beloved Community (Anti-racist and Multi-culturally Competent).

Phase One:

Auditing the Physical and Digital Presence of your Local Campus/School/District. Start by looking over all of the questions and then go back and seek to answer the questions one by one.

Note*

Feel free to take a clip board and take notes or use your phone to take photos of what is or is not present in your audit.

1. Stand outside of your local Campus/School/District offices. From the street, are there visible signs that this organization is welcoming to people from different cultures?
2. What are the visible signs that the values and beliefs of the demographics you serve are valued and sustained in this place?
3. What does the Campus/School/District signage say?
4. What is the main message and feeling that is being communicated visually?
5. Now examine your local presence online. Do the graphics, photos, or language reflect the demographics of cultures of the populations your organization serves?
6. What do you know about the community that you serve?
7. Who were the first people to occupy this land? Who did you learn the history of this place from?
8. What do you know about the aspirations of the families that you serve? What do you know about the challenges they face? What do you know about the linguistic capital they have? Who taught you this?
9. How does your local Campus/School/District respect and sustain this knowledge?

**Phase Two:
Going Deeper with Auditing your local Campus/School/District**

Move into the Campus/School/District office/reception area. How welcoming is this space to Students and their Families? Are there photographs, languages, etc that communicate that their cultures are valued and affirmed here?

1. Call the Campus/School/District office number. What languages do you hear? Call after hours, what does the message say?
2. How do the members of the organization say the name of people or places that may be ethnic or in a different language? Do they know how to pronounce them?
3. As you navigate your office space or virtual space, what is clearly valued by this organization that is communicated to guests?
4. If your organization has a library, what authors are represented there, and which are not? What languages do these materials include or not?
5. What evidence do you see in the physical or virtual spaces that communicates a commitment to racial equity and social justice?
6. What professional development is available to your staff? Given all that has transpired with COVID-19 and profound racial injustice, what Professional Development should be considered?
7. What conversations do you hear about Students and their families? Are they using asset based language to describe them or is there a sense of deficit perspectives being communicated?
8. Look at other materials that your local Campus/School/District puts out to the public (Pamphlets, newsletters, social media, etc) . What is the implicit message being communicated to the audience? Whose culture is framed as being valuable and important?
9. Consider strategic plans that your Campus/School/District is developing or currently following. Do Students, their Families, and Communities have input in the development of these plans? Are there any areas for improvement, if so where?
10. How has the community been engaged in the past? Were they provided with an opportunity to give feedback or input on plans, programs, funding? Was their advice followed? What is the current trust level with youth development organizations in your locale in general? What is the trust level with your Campus/School/District? How do you know?
11. What policies or protocols are in place, or could be created, that honor the voices and perspectives of Students, their Families, and their Communities?

FOR ASSESSORS ONLY
(see example on next page)

	Cultural Asset Domain	Key Resources/Assets Identified (e.g materials online and in print come in various languages, and represent the community you serve, board of directors reflect the demographics of community, etc)	Connection to Campus/School/District (e.g youth leadership opportunities, promotional materials, plans of action)	Recommendations For Improvement
1	Aspirational	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
2	Linguistic	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> •
3	Familial & Social	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
4	Navigational	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • •
5	Resistance	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
	Areas of need	<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • •

Example:

	Cultural Asset Domain	Key Resources/Assets Identified (e.g materials online and in print come in various languages, and represent the community you serve, board of directors reflect the demographics of community, etc)	Connection to Campus/School/District: (e.g youth leadership opportunities, service projects, other projects led by community or youth)	Recommendation
1	Aspirational	<ul style="list-style-type: none"> • Students supported to pursue academic and career goals that are lofty yet realistic • Photos on campus reflect diverse people groups and careers • Educators trained to acknowledge their own biases and privilege 	<ul style="list-style-type: none"> • Wall of Dreams in counseling offices • Photos of community assets • News letter as a resource 	<ul style="list-style-type: none"> • Counselors need support in helping Students develop SMART goals. • Perhaps have a youth spotlight in the newsletter where Students share their hopes and dreams for the future.
2	Linguistic	<ul style="list-style-type: none"> • Campus/School/District materials available in a variety of languages • In person events allows youth to share their passions for poetry, photography, and dance with the community 	<ul style="list-style-type: none"> • Students empowered to develop and share content on Campus/School/District website • Students help lead a new peer mentorship program. 	<ul style="list-style-type: none"> • We need more translators available to make connections with Students and their families. • Maybe we can get students together to have options to write poetry together to process all that they have experienced this last year.
3	Familial & Social	<ul style="list-style-type: none"> • Youth supported in a process where they develop a personal board of directors • Counselors trained to help Students's learn how to network and build social capital • Campus/School/District helps Mentors become part of their Students Family in culturally sustaining and authentic ways. 	<ul style="list-style-type: none"> • Campus/School/District host a series of events for multiple Students • Alumni Share their Stories of Dreaming Big 	<ul style="list-style-type: none"> • Campus/School/District could host events where alumni (who look like Students) share their experiences • Community support specialists help youth think through scholarships, applications, and housing

4	Navigational	<ul style="list-style-type: none"> • Campus/School/District has adopted a culturally sustaining social and emotional learning program that helps students set and achieve personal goals and overcome challenges • Campus/School/District has a network of alumni and professionals that can help mentor and support Students as they matriculate to college, career, and community. 	<ul style="list-style-type: none"> • Campus/School/District has worked to develop an Alumni network where former Students can connect with current Students and share valuable information about effectively navigating community, college, and career. 	<ul style="list-style-type: none"> • We need to explore how social media could be better utilized to allow alumni in our network to connect with and support our current Students. • Perhaps there could be some stories that we share in our newsletter.
5	Resistance	<ul style="list-style-type: none"> • Campus/School/District has decided to include youth and community voices in a variety of materials developed for dissemination to the community. • Staff has underwent training to understand how systemic oppression and racism have impacted Students and their Families and contributed to their marginalization historically and currently • TheCampus/School/District has communicated with a network of leaders in a variety of industries to help Students and their Families have adequate access to schools, loans, transportation, etc. 	<ul style="list-style-type: none"> • Find ways to engage community based organizations to help students in this situation. 	<ul style="list-style-type: none"> • We are exploring partnership with community based organizations to help us engage youth in developing a critical consciousness about the realities of racism and systemic oppression. • We need to explore how Students can work together in engaging in community service projects.

<p>Areas of need</p>	<ul style="list-style-type: none"> • Training in understanding systemic oppression and racism • Need to better understand how we can support youth develop a positive racial/cultural identity • Could we create a youth advisory board? • Participation in faith communities • Networking • Financial literacy & access to capital 	<ul style="list-style-type: none"> • Education • Community Partnership • Summer Employment 	<ul style="list-style-type: none"> • How could some of our Students start getting college credit now? • How can we make families feel more included in our movement? • We could engage Staff and Students in developing asset maps of our community • We could engage CBO's in creating an ecosystem of support for our youth and their families
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