



Planning for Inclusion

Indicators of an Inclusive Service and Volunteer Organization

Over the years, many of us from the service and disability communities have uncovered and shared ways to successfully engage and support a diverse pool of service members and volunteers. To add to this ongoing discussion, NSIP has identified content for the indicators through 10 years of collaboration with the field, review of literature on state-of-the-art approaches to inclusion, and tracking trends in technical assistance questions and promising practices from around the nation. These indicators create an organized framework to plan, measure, develop, and enhance inclusion in a way that could be used by any organization or program.

These indicators help plan for inclusion through the combination of promising practices, input from the field, content from other tools, and legal requirements. The indicators are designed to help you assess your strengths and needs so that you can tell the story of your successes and focus your efforts to improve inclusion. We encourage you to adapt it to meet your program's needs.

If you need assistance in using this tool or in creating a plan to address any needs identified through the use of this tool, please contact the National Service Inclusion Project for resources, training and technical assistance.

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This guide includes a list of factors in six broad program operation categories:

#	Category	Description
1.	Members and Volunteers	Attracting, selecting and supporting both members and volunteers of all abilities and backgrounds requires attention to many areas of program and volunteer management. Indicators in this category address outreach and marketing, recruitment and selection, training and supervision, support and evaluation.
2.	Leadership and Program and Site Staff	Members and Volunteers either interact with staff and/or leadership in the roles they play or are affected by decisions that leadership and/or staff make. All leadership and staff should be aware of and educated around the legal and programmatic requirements and best practices around inclusion. The indicators in this category address those practices and procedures that can ensure all play a role in creating a diverse pool of members, volunteers, and staff.
3.	Policies, Procedures and Key Documents	Having written policies, procedures, and documents that staff and leadership understand, have access to and are familiar with are important to ensuring people with or without disabilities feel welcome, supported and accommodated. The indicators in this category represent the practices that make this possible.
4.	Program Monitoring and Evaluation	Evaluating inclusion and accessibility efforts require ongoing assessment that involves a diverse group of stakeholders, both those with and without disabilities. The indicators in this category represent practices that, if followed, result in regular feedback that represents all voices.
5.	Community Partners	Creating mutually beneficial relationships with community groups, organizations and associations that work with or for people with disabilities is key to ensuring people with disabilities see service and volunteerism as an opportunity to benefit the community and themselves. Indicators in this category represent the activities and practices that are required for true partnerships to exist where both parties benefit from exposing people with disabilities to service and volunteerism.
6.	Administration and Finance	Organizations that receive funding from the Corporation for National and Community Service (CNCS) are required to adhere to certain regulations and guidance related to people with disabilities, civil rights, and equal opportunity. Indicators in this category represent the

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	administrative and financial practices that ensure compliance with these laws.
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The factors in each category represent elements, which can indicate progress related to the inclusion of people with disabilities in service and volunteer organizations. The list is not exhaustive, simply an initial starting and planning point to identify indicators.

The content in this guide is from a collection of several different surveys and information gathering activities including:

1. NSIP's Ensuring Programmatic and Facility Accessibility in National and Community Service Programs: Accessibility Checklist.
2. Contributive findings from the 2009 Advanced Capacity Building Institute Level II
3. USAID Checklist for Inclusion.
4. Arizona Governor's Commission on Service and Volunteerism 2010 Program Development, Training, and Inclusion Assessment.

The National Service Inclusion Project is a cooperative agreement (08TAHMA001) between the Corporation for National and Community Service and the Institute for Community Inclusion at UMass Boston in collaboration with the Association of University Centers on Disabilities, Association on Higher Education and Disability, National Council on Independent Living and National Down Syndrome Congress. Information contained in this email is for informational purposes only and does not imply endorsement from the National Service Inclusion Project or the Corporation for National and Community Service.

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Instructions for Completing Guide

Each of the six categories contains a table with applicable indicator statements. Statements that are marked **bold** are legal requirements.

Step One

After reading each statement, place a mark in one of the following:

- “Fully” if the statement is consistently true and has been implemented on a consistent basis.
- “To some extent” if it is somewhat or occasionally true, or has been done in the past.
- “Not at this time” if it has not yet been implemented.
- “I do not know” if you are not aware how to implement this indicator.

Step Two

If there are any indicators you think are missing, please write them in the blank rows provided at the end of each category table.

Step Three

At the end of each category, please write down:

- Any indicators considered strengths in your program;
- Three indicators you would like to focus on meeting or improving; and
- Questions you have or Information you need for those indicators you marked as “I Do Not Know”.

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Category 1 – Members and Volunteers

Indicators	Fully	To Some Extent	Not at This Time	I Do Not Know
a. Marketing and program materials encourage people with disabilities to apply and offer the availability of accommodations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Organization pictures and graphics include positive images of people with disabilities as members and volunteers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The organization conducts a variety of outreach activities to potential members and volunteers with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. All service members and volunteers, regardless of disability, are routinely informed of the availability of reasonable accommodations to perform their service.¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Percentage of members and volunteers reflect the percentage of disability prevalence in your state.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Members and volunteers represent various disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹ Equal Opportunity Commission (2000, October 20) Policy guidance on executive order 13164: establishing procedures to DRAFT. Updated 10/2/2012
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Category 1 – Members and Volunteers

Indicators	Fully	To Some Extent	Not at This Time	I Do Not Know
g. Members and volunteers represent racial, ethnic and linguistic diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Members and volunteers with disabilities participate fully in all programs and activities alongside people without disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Members and volunteers are asked about their satisfaction with supervision, including disability-related supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Disability inclusion topics are a component of personal development training for all members and volunteers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. All service members and volunteers are routinely offered the option of meeting with staff in private spaces.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Information is presented in diverse ways (e.g., pictorial, recorded, in writing) to accommodate all learning styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Category 1 – Members and Volunteers				
Indicators	Fully	To Some Extent	Not at This Time	I Do Not Know
n.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on your previous rankings, what 2 – 3 areas are you strongest (should be areas where you ranked “fully” or “to some extent”?)

- 1.
- 2.
- 3.

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Based on your previous rankings, what 3 areas would you like to improve upon in your program (should be areas where you ranked “not at this time”?)

- 1.
- 2.

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3.

For those areas for which you selected “I do not know”, what questions do you have or information do you need to enhance your understanding?

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Category 2 – Leadership (e.g. Board Members, Advisory Councils, etc.) and Program and Site Staff				
Indicators	Fully	To Some Extent	Not at This Time	I Do Not Know
a. Leadership and staff understand the legal obligations related to access and accommodations of CNCS-funded programs under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.²	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Staff understands how to provide programmatic access should barriers to architectural access not be easily removed.³	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Leadership and staff include disability related issues in emergency planning and response procedures.⁴	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. All program staff knows where to go to get assistance in identifying appropriate accommodations and resources for providing accommodations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

² Rehabilitation Act of 1973 § 504, 29 U.S.C. § 794 (1977). Retrieved from <http://www.dol.gov/oasam/regs/statutes/sec504.htm> ; Quick primer for disability grantees (n.d) Disability Law Document. http://www.americorps.gov/pdf/disab_law_grte.pdf

³ Americans with Disabilities Act § 36 § 304 (1991). Retrieved from <http://www.ada.gov/reg3a.html#Anchor-44591> ; AmeriCorps Civil Rights/Equal Opportunity Requirements - Accessibility Guidelines for Grantees (n.d) Accessibility document. Retrieved from http://www.americorps.gov/pdf/access_gl_grte.pdf

⁴ Equal Opportunity Commission (2005, October 27). Fact sheet on obtaining and using employee medical information as part of evacuation procedures. Retrieved from <http://www.eeoc.gov/facts/evacuation.html>

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Category 2 – Leadership (e.g. Board Members, Advisory Councils, etc.) and Program and Site Staff				
Indicators	Fully	To Some Extent	Not at This Time	I Do Not Know
e. Leadership and staff composition includes individuals with disabilities and representation from disability organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. There are individuals with disabilities in positions within all levels of staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Recruitment of new leadership and staff targets individuals with disabilities and publicizes job openings to the disability community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Leadership and staff articulate the spirit of and show their value for inclusion by seamlessly integrating universal design and fostering an inclusive atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Leadership and staff participate in awareness training on how to include and meet the needs of volunteers and members with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Leadership and staff can articulate the requirements to provide <u>reasonable accommodations</u> to both current and potential volunteers and members with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Staff knows how to obtain and use various assistive technologies and adaptive strategies for assisting people with disabilities to engage in service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Category 2 – Leadership (e.g. Board Members, Advisory Councils, etc.) and Program and Site Staff				
Indicators	Fully	To Some Extent	Not at This Time	I Do Not Know
l. Consultants or other non-staff with disabilities are asked for input on application development, program implementation, accessibility monitoring and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on your previous rankings, what 2 – 3 areas are you strongest (should be areas where you ranked “fully” or “to some extent”?)

- 1.
- 2.
- 3.

Based on your previous rankings, what 3 areas would you like to improve upon in your program (should be areas where you ranked “not at this time”?)

1.

2.

3.

For those areas for which you selected “I do not know”, what questions do you have or information do you need to enhance your understanding?

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Category 3 – Policies, Procedures, and Key Documents

Indicators	Fully	To Some Extent	Not at This Time	I Do Not Know
a. Organization has documented procedures and guidelines for handling requests for reasonable accommodations including modifications in policies, practices, or procedures.⁵	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Reasonable accommodation procedures are widely disseminated and included in outreach materials and member/staff/volunteer orientations.⁶	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Position descriptions outline essential functions, marginal tasks and the availability of accommodations.⁷	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Volunteers and members with a disability are informed of their rights.⁸	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Staff obtains documented permission from the individual before discussing information about his/her disability with other staff or external individuals (e.g., service sites, other service agencies).⁹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁵ Equal Opportunity Commission (2000, October 20). Policy guidance on executive order 13164: establishing procedures to facilitate the provision of reasonable accommodation. Retrieved from http://eoc.gov/policy/docs/accommodation_procedures.html

⁶ ibid

⁷ ibid

⁸ ibid

⁹ The Privacy Act of 1974 § 5 U.S.C. § 552a (1974). Retrieved from <http://www.justice.gov/opcl/privstat.htm>

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Category 3 – Policies, Procedures, and Key Documents

Indicators	Fully	To Some Extent	Not at This Time	I Do Not Know
f. All disability-related information is stored in a way that ensures confidentiality.¹⁰	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The program's website is fully accessible to people with disabilities and meets or exceeds Section 508 standards.¹¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. All program and service-site activities are held in fully accessible locations.¹²	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Appeals process for disability-related issues and discrimination complaint procedures exist and are disseminated.¹³	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹⁰ Equal Opportunity Commission (2000, October 20). Policy guidance on executive order 13164: establishing procedures to facilitate the provision of reasonable accommodation. Retrieved from http://eeoc.gov/policy/docs/accommodation_procedures.html

¹¹ Rehabilitation Act of 1973 as Amended by the Workforce Investment Act of 1998 (P.L. 105-220). § 504, 29 U.S.C. § 794d (1998). Retrieved from <http://www.section508.gov/index.cfm?fuseAction=1998Amend>

¹² Part 1232 - Nondiscrimination on basis of handicap in programs or activities receiving federal financial assistance § 1232.4 (2003). Retrieved from <http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?type=simple;c=ecfr;cc=ecfr;idno=45;region=DIV1;q1=1232;rgn=div5;sid=9c3e252c438dfd8a4a72dc4936b36530;view=text;node=45%3A4.1.1.1.18>

¹³ Part 1232 § 1232.6

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Category 3 – Policies, Procedures, and Key Documents

Indicators	Fully	To Some Extent	Not at This Time	I Do Not Know
j. The program only contracts with service sites that are accessible, accommodating, and inclusive.¹⁴	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Organization makes known their equal opportunity policies and procedures, including equal opportunities, and nondiscriminatory practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Recruitment policy that includes: materials available in alternate formats; reasonable accommodation available upon request; and people with disabilities encouraged to apply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Program and organizational materials are available in alternate formats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Private space is available for confidential discussion of disability-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹⁴ Part 1232 - Nondiscrimination on basis of handicap in programs or activities receiving federal financial assistance § 1232.9 (2003). Retrieved from <http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?type=simple;c=ecfr;cc=ecfr;idno=45;region=DIV1;q1=1232;rgn=div5;sid=9c3e252c438dfd8a4a72dc4936b36530;view=txt;node=45%3A4.1.1.1.18>

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Category 3 – Policies, Procedures, and Key Documents				
Indicators	Fully	To Some Extent	Not at This Time	I Do Not Know
p.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on your previous rankings, what 2 – 3 areas are you strongest (should be areas where you ranked “fully” or “to some extent”?)

- 1.
- 2.
- 3.

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Based on your previous rankings, what 3 areas would you like to improve upon in your program (should be areas where you ranked “not at this time”?)

- 1.
- 2.

3.

For those areas for which you selected “I do not know”, what questions do you have or information do you need to enhance your understanding?

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Category 4 – Program Monitoring and Evaluation				
Indicators	Fully	To Some Extent	Not at This Time	I Do Not Know
a. The organization evaluates program and site accessibility.¹⁵	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. All programs and sites offer and evaluate programmatic accessibility solutions, if needed.¹⁶	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The effectiveness of reasonable accommodation policies and procedures are evaluated and modified accordingly.¹⁷	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Data is collected anonymously and confidentially regarding accommodations requested, provided and evaluated.¹⁸	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹⁵ Part 1232 - Nondiscrimination on basis of handicap in programs or activities receiving federal financial assistance § 1232 Part c § 1 (2003). Retrieved from <http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?type=simple;c=ecfr;cc=ecfr;idno=45;region=DIV1;q1=1232;rgn=div5;sid=9c3e252c438dfd8a4a72dc4936b36530;view=text;node=45%3A4.1.1.1.18>

¹⁶ Revised ADA Regulations Implementing Title II and Title III Part 36 § 36.401 – 36.407 (2010). Retrieved from http://www.ada.gov/regs2010/titleIII_2010/titleIII_2010_regulations.htm

¹⁷ Equal Opportunity Commission (2000, October 20). Policy guidance on executive order 13164: establishing procedures to facilitate the provision of reasonable accommodation. Retrieved from http://eoc.gov/policy/docs/accommodation_procedures.html

¹⁸ *ibid*

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Category 4 – Program Monitoring and Evaluation				
Indicators	Fully	To Some Extent	Not at This Time	I Do Not Know
e. Organization solicits feedback from members and volunteers, including those with disabilities, in program planning, operation and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Data is collected anonymously regarding number of members who disclose disabilities and used in planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. All staff evaluations include assessing the knowledge and performance of access, accommodation and disability inclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Exit interviews with all members and volunteers include questions about access, accommodation and inclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Board members and commissioners integrate disability inclusion in planning, management and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Based on your previous rankings, what 2 – 3 areas are you strongest (should be areas where you ranked “fully” or “to some extent”?)

- 1.
- 2.
- 3.

Based on your previous rankings, what 3 areas would you like to improve upon in your program (should be areas where you ranked “not at this time”?)

- 1.
- 2.
- 3.

For those areas for which you selected “I do not know”, what questions do you have or information do you need to enhance your understanding?

Category 5 – Community Partners

Indicators	Fully	To Some Extent	Not at This Time	I Do Not Know
a. Organization consults with disability groups and associations about ways in which the program can improve its outreach and services to people with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Organization develops the capacity with the disability community to embrace service and volunteerism as a valued choice for people with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Builds knowledge of and develop relationships with a variety of disability community resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Leverages relationships with the disability community through formal and informal agreements to enhance inclusion in service programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Organization stakeholders and strategic planning process include disability organizations and individuals with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Based on your previous rankings, what 2 – 3 areas are you strongest (should be areas where you ranked “fully” or “to some extent”?)

1.

2.

3.

Based on your previous rankings, what 3 areas would you like to improve upon in your program (should be areas where you ranked “not at this time”?)

1.

2.

3.

For those areas for which you selected “I do not know”, what questions do you have or information do you need to enhance your understanding?

Category 6 – Administration and Finance

Indicators	Fully	To Some Extent	Not at This Time	I Do Not Know
a. All budgets include line items for reasonable accommodations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Organizations track costs for all reasonable accommodations, including “no cost” due to partner resource leveraging or type of accommodation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. CNCS disability requirements, related to civic rights and equal opportunity are disseminated and reviewed by all staff and leadership - http://www.americorps.gov/for_organizations/funding/eo_requirements.asp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. CNCS Code of Federal Regulations (CFRs) related to disabilities are disseminated and reviewed by all staff and leadership – 2522.100; 2522,230; 2522.800; 2524.40; 2525.10; and 2540.210	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Based on your previous rankings, what 2 – 3 areas are you strongest (should be areas where you ranked “fully” or “to some extent”?)

1.

2.

3.

Based on your previous rankings, what 3 areas would you like to improve upon in your program (should be areas where you ranked “not at this time”?)

1.

2.

3.

For those areas for which you selected “I do not know”, what questions do you have or information do you need to enhance your understanding?