Equity Checklist

To ensure that we reach all kids with high quality STEM programing we have to be aware of some equity issues. The most well intentioned staff may think that by doing a STEM activity the same way with everyone in the group that they are reaching everyone. But, there are factors that may keep that from happening: Are girls and boys going to be equally engaged by the materials and ideas? Are the materials culturally familiar to everyone? Is every child's voice heard and encouraged to participate? Do the activities reinforce stereotypes? There are pit-falls that we can only avoid if we are aware of them. This checklist may help.

		AWARE OF THE ISSUE	WORKING ON IT	CONSTANTLY ADDRESSING
1	Agency offers a wide variety of activities and programs for all kids that meet different interests and abilities.	○	○	○
2	Agency offers some activities and programs targeted specifically to kids from groups underrepresented in STEM.	○	○	○
3	Agency offers a variety of group programing (mixed gender, girls-only, ESL).	○	○	○
4	Activities do not conform to gender stereotypes. e.g., girls' programming does not focus on cooking, sewing, or decorating.	○	○	○
5	All kids have equal access (physical and intellectual) to equipment.	○	○	○
6	All kids' ideas for projects, activities, etc. are valued.	○	○	○
7	Programs encourage all kids to think, probe, and be inquisitive.	○	○	○
8	Programs and activities expose all kids to a broad variety of careers and encourage a wide view of everyone's potential.	○	○	○
9	Staff engages girls and boys equally in group discussions, interactions and activities, especially in mixed-gender programs.	○	○	○
10	Staff develops caring and trusting relationships with all kids regardless of gender, race, ability.	○	○	○
11	Staff are role models for personal and professional behaviors around equity issues.	○	○	○
12	All staff are knowledgeable about equity issues.	○	○	○

		AWARE OF THE ISSUE	WORKING ON IT	CONSTANTLY ADDRESSING
13	All staff are knowledgeable about developmental needs of the population served.	○	○	○
14	Staff maintains the same behavior standards for all kids regardless of gender, ethnicity, ability.	○	○	○
15	Staff fosters inclusiveness among participants and celebrates commonalities and differences (in terms of race/ethnicity, economic status, ability/disability, sexual orientation, culture, etc.).	○	○	○
16	Staff addresses kids by their names.	○	○	○
17	Staff does not assign tasks based on stereotypes -e.g., both girls and boys are asked to decorate, clean-up, perform secretarial tasks, carry or move things, climb ladders, make decisions.	○	○	○
18	Staff compliments kids on their accomplishments rather than on their appearance.	○	○	○
19	Staff has high expectations for all kids, encouraging them to take appropriate risks, explore, ask questions, and challenge themselves.	○	○	○
20	Staff encourages all kids to be assertive, speak up for themselves, and take action.	○	○	○

This tool was adapted from the Great Science for Girls Gender Equity Checklist wich was developed from an instrument by Anita Baker, Cheri Fancsali, and Jodi Paroff for Girls Inc. of New York City (2002).